JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

THE EFFECT OF PARAGRAPH ANALYSIS TECHNIQUES ON EFL LEARNERS' WRITING PERFORMANCE AND THEIR ATTITUDE: AMAN SECONDARY SCHOOL 11TH GRADE STUDENTS IN FOCUS

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The Effect of Paragraph Analysis Techniques on EFL Learners' Writing Performance and their Attitude: Aman Secondary School 11th Grade Students in Focus

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Declaration

I declare that **"The Effect of Using Analysis Techniques of Model Paragraph Writing on EFL Learners' Writing Performance towards their Attitude in Aman Secondary High School 11th Grade in Focus"** is my original work and that all sources which I have used or quoted have been indicated and acknowledged by means of references list.

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Abstract

The main purpose of this study was to investigate the effect of paragraph analysis techniques on EFL learners' writing performance and their attitude. The study was carried out in Aman Secondary High School with special reference to grade11students. This research project was quasi experimental in design. The intervention was conducted for two months and the data was analyzed using a t-test statistical procedure. In addition, questionnaire, and interviews were employed in order to obtain data required for the study. To conduct this study the sample population was composed of the students who were studying in 11th grade of four sections; the sample students distributed into 45 and 47 in each class and they selected purposively. They were divided into two groups: i.e. control group consisted 47 and experimental group comprised 45 students. The participants were pretested at the beginning of the study to make sure that they were homogenous. The test result of the pre-test showed that there was no significant difference in paragraphs analysis techniques of the students' writing performance between the control and experimental groups prior to the experiment. Afterwards, the experimental group taught an intensive training through using analysis techniques of model paragraphs whereas, the control group students were received the lesson on paragraph writing through conventional techniques commonly used in grade 11 textbook. At the end of the experiment, the two groups were post tested a paragraph writing in order to evaluate their writing performance. In addition, 43 students from the experimental group took part in filling in the attitude questionnaire. Moreover, six students were randomly selected for interview. The mean scores of the pre-test and the post-test for the two groups were compared using the t-test. Besides, the findings of the study revealed that there were statistically significant differences between the means scores of the two groups in favor of the experimental group who achieved better results in the post-test. Finally, the data analysis showed that using analysis techniques of model paragraphs was effective in improving the participants' paragraph writing skills. Further investigation was carried out and the result revealed that the organization of idea and content were the most improved aspects of writing due to the use of analysis techniques of model paragraphs.

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LIST OF ABBREVIATIONS AND ACRONYMS

EFL: English as a Foreign Language

ESL: English as a Second Language

L2: Second Language

TEFL: Teaching English as a Foreign Language

ELT: English Language Teaching

SNNPRS: South Nation Nationalities and People Regional State

EMPDE: Educational Material Production and Distribution Enterprise

ATMP: Analysis Techniques of Model Paragraph

CHAPTER ONE

INTRODUCTION

This part of the research discusses the background of the study, statement of the problem, objectives of the study, research questions and hypothesis, significance of the study, scope of the study, and definition of terms used in the study.

1.1 Background of the Study

In the traditional language teaching and learning approaches, writing was considered as a secondary skill. As a result, it received relatively little attention compared to others language skills. Silva (1997) claimed that the influential teaching learning method during the 1950s put a greater focus on oral rather than written proficiency. Especially, writing skills were neglected during Audio-lingual period. Raimes (1983) states that, during audio-lingual period, speaking was considered as the core point of language teaching, while writing was not given similar attention in language teaching-learning. However, Foley and Thompson (2003, as cited in Misrak, 2007:p.6) emphasizes that writing is the most important element in the second language learning by arguing that second language learning is not only means of learning the oral languages i.e. speaking and listening but it is essential to consider how to learn to communicate through writing.

Since the introduction of communicative approach to foreign language in the late 1960s, writing has been taught in English language classroom by integrating with other language skills. The concern to deliver the writing skills was first on the product by using product-oriented approach to teaching writing skills (Byren, 1999). This approach mainly gives due attention on the grammatical and mechanical accuracy of learners' writing. The most common activities of writing used in this approach were controlled and guided ones (Raimes, 1983). Since it does not focus on learners' fluency in writing, process approach to teaching writing with its three steps was introduced in the early 1980s (Raimes, 1983).

According to Fauzia (2010) "writing as process is oriented towards work in progress and the development of new skills, rather than merely evaluative tasks, the classroom practices vary from each other; these often depend much upon the students' experiences and skills when

planning and adjusting their writing program. Robert (2009) states that writing is an efficient learning process which is used to communicate information, clarifies thinking, and learns new ideas and concepts. Ulquhart and Mcler (2005:p.56) states that "writing is a recursive process student should learn strategies for invention and discovery". It is generally accepted that writing is the most difficult skill to master for foreign language learners. According to Fauziati (2010), success in language teaching, in relation to both students learning and teacher efficiency, can often is lined with the capacity of teachers to manage the classroom. Success in language teaching depends less on materials, and linguistic analysis, and more on techniques what gives in the classroom (Stevick, 1980, as cited in Fauziati, 2010). From those challenges, now the teachers are expected to adopt some techniques or strategies which can explore the students' paragraph writing competence.

The genre approach became popular during the 1980s. According to Badger and White (2000), the genre-based approach is also called "English for Academic Purposes approach." This approach has placed greater attention on the social context depending on which the teaching and learning of writing is practiced cooperatively (Silva, 1990: 16-17). This can be accomplished based on the provision of model texts and by encouraging the learners to look and discuss on its genres being in groups or pairs. The teacher motivates the students to read, discuss, evaluate, as well as criticize the selected composition and then encourages them to compose a text of their own after the discussion.

Various techniques of teaching writing have been introduced in delivering the writing lesson. One of these techniques is Analysis of model paragraphs. These techniques integrate the three main approaches to teaching writing which are product approach, genre approach, and process approach. It took the sub-activities such as identifying the title, topic, topic sentence, supporting sentences, concluding sentence, and irrelevant sentences, from product approach. Identifying the techniques which are ordering ideas, methods of paragraph development were obtained from genre approach. Besides, the sub-activities such as rewriting the model paragraph based on the analyzed model paragraph using the pre-writing, drafting and post writing steps were taken from process approach to writing. As Ann Raims, (1994), says that "A teacher should be applied

eclectic way of teaching drawing from some methods or approach which are available." Thus, in this study a researcher used a balanced integrated approach in good writing.

The paragraph is the fundamental unit in a composition. Owl (2009) clarifies a paragraph as a group of closely related sentences which deal with and develop one idea. Writing a paragraph needs an overall insight of organization; each sentence must adjust within this organizational framework. In a well-written paragraph, ideas and sentences are arranged in a clear and logical way as they are unified by the main idea of that paragraph. According to Hernowo (2004), writing is an activity in which learners put graphic symbols, arrange them to form words, and arrange the words in order and link them together in a certain way to write a logical sequence of sentence then a group of interrelated sentences form a paragraph. A good paragraph is achieved when a topic sentence is intelligently chosen; the knowledge of selecting a good topic sentence for each paragraph helps students to arrange the sequence of their ideas in a logical order. In addition, writing a paragraph is one of the initial steps of the writing process that contains some procedures, so that the learners can follow these to write a good piece of writing in various contexts at different levels.

The importance of paragraph writing for students is underlined by Grabe and Kaplan (1996), who mention that students in EFL (English as a Foreign Language) contexts require English writing skills ranging from a simple paragraph and summary skills to the ability to write essay. This is because paragraph writing is pre-condition for composition and essay writing. As a result, students need help from their teachers to develop the necessary skills and knowledge for them to effectively write paragraph in English specially, in secondary school learners have to give attention to the "higher level skills of planning and organizing as well as the lower level skills of spelling, punctuation, word choice, and so on" (Richards and Renandya, 2002).

1.2. Statement of the Problem

Writing is the most important skill compared with other skills like listening, speaking and reading. It is viewed as productive skill which makes students produce a piece of writing. The students' paragraph writing knowledge and skill help in both recent academic and future careers (Tegbare, 2018). Hence, it improves students' academic achievement and enhances their attitude towards learning. This is because the ability to write various genres of writing effectively

through English is becoming increasingly important in our global world (Weigle, 2002). Moreover, "writing is an essential component of thinking and learning in school context, and writing activities are a crucial tool for intellectual and social development" (Bruning & Horn ,2000:p.30). Therefore, students need to have the skills how to compose a basic unit of writing at different stages.

Different techniques were used to deliver writing lesson. Anthony (1963, p. 95) in Fauziati (2014: 12) states technique is an implementation which takes place in a classroom. It is a trick, strategy, or contrivance used to achieve an immediate objective. Different approaches, methods, strategies and techniques are recommended to help EFL learners to write well in English. Barrantes and Olivares (2010) indicate that instructors should be innovative as well as updated to introduce new techniques and strategies to improve the teaching learning process. The present study investigated the effect of one of the techniques which is called "Paragraphs analysis techniques to enhance EFL learners' writing performance and their attitude. The independent variable was using "Paragraphs analysis techniques", and the dependent variable of the study was learners' writing performance and their attitude that can be indicated in paragraph accuracy (organization, error free sentences, mechanics and spelling) and fluency (content, diction and coherence).

In the context of Ethiopia, English is taught as a foreign language. Learners have been learning to write paragraphs based on the activities and tasks which are adapted in the textbooks. According to EMPDE, (2001), however, most of the writing tasks and activities have been presented in the syllabus and textbook require the students to practice writing skills under process-oriented, product and genre approach; yet, the students' ability to express themselves through writing in English is still not satisfactory. This is because students have deep-rooted problems of applying important features of good paragraph. They are also inefficient how to write English paragraphs based on paragraph components. As well as lack of knowledge and skill may also be involved in their writing. In accordance with students' difficulties in writing, Yaacob (2016) identifies that the difficulties caused by students on knowledge and skill of writing approaches and techniques contributed to the writing problem. In addition, the students would not learn the appropriate techniques to help them to develop strategies for communicating

(Barrantes, 2010). Therefore, whatever the reasons, their paragraph writing is not at a required level specially the high school students. Therefore, this research aimed to investigate the issue of EFL learners' use various techniques of model paragraph writing to develop their writing performance.

According to the researcher's personal experience in teaching English language, students have poor paragraph writing. They are still not ready to describe themselves in English through writing. It seems most learners are unable to produce paragraphs even if, proper sentences; the failure of students in composing paragraph can be reflected by their inability to use various techniques of paragraph writing. Moreover, effective paragraph writing has its own components, characteristics, procedure, and structures. So, learners should be aware of the way how to compose a paragraph. For instance, in this study learners made to identify the title, topic, topic sentence, supporting, and concluding sentences, transitional words and phrases etc. At the same time, they were applying these elements, while they wrote their paragraph. In addition, students' lack of using different techniques to write a paragraph may lead them to loss of creativity. Shanklin (1994) Identifyies about these problems, help in "making principled decision in the classroom concerning the types of techniques we wish to impart and the method of imparting them". This study investigated the implementation of a set of writing techniques designed to reinforce to develop learners' writing skills. It was applied to eleventh grade students of Aman High School. Therefore, students need to know, at least the basic features of writing that may help them to write paragraph. Furthermore, recognizing students' paragraph writing weakness is crucial for improving the quality of EFL writing. In line with this Abdel Latif (2007) states that for FL/L2 writing to be improved, the factors affecting its process and product should be examined.

As far as the researcher knows, there is no any systematically scientific collected data that shows how paragraph analysis techniques is being taught as it intended in the secondary high school until the present time.

However, there is no any investigation concerning how paragraph analysis techniques of writing is practiced prior to this study, there were some researchers who have been conducting a study in relation with paragraph writing in general.

Mohammed Amine (2015) was one of the local researchers who conducted a study on assessing students' paragraph writing the case of Bedeno secondary school, grade 10 English in focus. The study employed descriptive design with three data gathering tools such as document analysis, open ended questionnaire and classroom observation. The study identified that the students had alot of problems in paragraph writing. Their paragraphs had problem of organization, unity, paragraph development, grammar, punctuation, capitalization and spelling. The students' problems in writing paragraph were mainly attributed to students' and teachers' related factors.

Another local investigator Tegbar Kibret (2018) carried out a study on improving students' paragraph writing skill through task-based approach. This action research was on one of freshman basic writing skills classrooms at Ambo University. This study investigated the extent that task-based strategies improve EFL learners' paragraph writing skills. The researcher employed experimental research design. The findings of the study revealed that the students' paragraph writing skill can develop by using task-based approach teaching methodology. In addition, he proposed to improve students' paragraph writing skills by specifically focusing on the three qualities of paragraph: unity, coherence, and cohesion.

A foreign researcher Azad (2015) studied a paragraph writing challenges faced by Kurdish University EFL learners. This paper was written in order to identify and address challenges in relation to paragraph writing. For this paper, 40 paragraph samples were taken as a data collection, and the targeted learners were from different levels with various backgrounds and experiences in writing. The study showed that paragraph components, irrelevance of controlling ideas and support, mixing several ideas in one paragraph, repetition and redundancy, and lack of description, were amongst the common challenges that were found regarding EFL learners.

The research done by Mohammad (2016) studied on investigating the effect of teaching paragraph writing styles in the first language on the writing proficiency of Iranian adult EFL learners. To conduct the study, a quasi-experimental design was used and, 40 male and female language learners were participated at the Oxford Language Institute. The result showed that teaching writing styles in learners' first language has a positive effect on Iranian EFL learners' writing skill, so it can facilitate and improve their writing skill positively. Moreover, in this regard, Zamel (1983, as cited in Mohammad, (2016), explained that studies and investigations

about the second language writing process are connected to the research in the first language composition skill.

The study by Afrah (2019) focused on Analyzing Errors Committed in Paragraph Writing by undergraduate students. The study used qualitative and quantitative data analysis techniques. The research seemed to examine the type and frequency of errors committed by second year students when writing a paragraph. The researcher ascribed the reasons behind committing such errors to external and internal factors. The external factors are represented by having busy teachers, who are assigned the duty of teaching more than one stage. Such a reason leaves no effort or space for the teachers to train their students to overcome their weak points. Besides, teachers have no time to adopt a specific rubric and ask their students to use it when writing. The internal factors are represented by the participants' internal desire and motivation, which are greatly affected and enhanced by the external factors.

As a result, the present study was different in many aspects. First, this study has drawn the ten analysis techniques of paragraph which improve the learners' paragraph writing skills (title, topic, topic sentence, supporting details, concluding sentences, unity, cohesive devices, arranging ideas, method of paragraph development, and types of paragraph). Barrantes, and Olivaes (2010) state that writing should be taught by practicing different techniques and pieces of writing. Second, the above listed analysis techniques of paragraph writing were designed from the three main approach of teaching writing which are product, process, and genre approaches. As Ann Raimes confirms, "A teacher should be eclectic, drawing from all methods available." Thus, a balanced approach should integrate most of the factors included in good writing. Third, study was different in its method of research design, and the grade level where the study was conducted.

However, none of the above researchers made their investigation how to use paragraph analysis techniques of writing skill is being practiced at secondary school level in the country. Therefore, to this end there is a gap which has not yet been touched on the current practice of teaching paragraph analysis techniques. As a result, the current study aimed to fill this gap by using paragraph analysis techniques in writing over their effects on EFL learners' paragraph writing improvements and their attitude in Aman secondary school students with eleventh grade in focus.

1.3 Objectives of the Study

1.3.1 General Objective
The main objective of the present study is to investigate the effect of using analysis techniques of model paragraph writing on EFL learners' paragraph writing performance and their attitude.

1.3.2 Specific Objectives
The specific objectives of the study are to:

➢ find out whether there is a significant mean difference in writing performance between the control and experimental groups before the intervention.

➢ examine whether there is a significant mean difference in writing performance between the control and experimental groups after the intervention.

➢ evaluate whether there is a significant mean difference in writing performance between pretest and posttest of experimental group.

➢ identify whether there is a significant difference in writing performance on their attitude in the pretest and posttest of experimental group.

1.4 Research Questions and Hypotheses

1.4.1 Research Questions
In order to achieve the above stated objectives effectively, this investigation attempts to focus on the following specific research questions.

1. Is there any significant difference in writing performance between the mean value of experimental group (who were involved in the lesson led by using analysis techniques of model paragraphs) and control group (conventional techniques of teaching writing paragraph which found in eleventh grade textbook) before intervention?

2. Is there any significant difference in writing performance between the mean value of experimental group (who are involved in the lesson led by using analysis techniques of model paragraphs) and control group (conventional techniques of teaching writing) after intervention?

3. Is there any significant difference in writing performance between the mean value of pretest and posttest of experimental group?

4. Is there any significant difference in writing performance on their attitude between the mean value of pretest and posttest of experimental group?

1.4.2 Hypotheses

In this study, therefore, an attempt has been made to investigate whether analysis techniques of model paragraph activities enhance students' paragraph writing abilities and their attitude. Thus, the following null and alternative hypotheses were formulated to test the following hypotheses:

H0 (null) hypotheses

1. There is no any significant difference in writing performance between the mean value of the control and experimental groups before the intervention.
2. There is no any significant difference in writing performance between the mean value of control and experimental groups after the intervention.
3. There is no any significant difference in writing performance between the mean value of the pre-test and post-test of experimental group.
4. There is no any significant difference in writing performance on their attitude between the mean value of pretest and posttest of experimental group?

A1 (Alternative) Hypotheses

1. There is significant difference in writing performance between the mean value of the control and experimental groups before the intervention.
2. There is significant difference in writing performance between the mean value of the control and experimental groups after the intervention.
3. There is significant difference in writing performance between the mean value of the pre-test and post-test of experimental group.
4. There is significant difference in writing performance on their attitude between the mean value of pretest and posttest of experimental group?

1.5 Significance of the Study

The findings of this study aimed to investigate the effect of paragraph analysis techniques writing on learners' writing performance and their attitude. Most importantly, this study was expected to offer writing techniques insights and relevant information to TEFL teachers which are helpful for them to apply and implement a set of varied and interesting paragraph writing techniques to develop the learners' writing abilities. In addition, it is expected to provide pedagogical contributions and serve those who wish to design and develop TEFL teaching materials and reference books to incorporate different analysis techniques of paragraph writing with the actual classroom practices. Furthermore, it will also encourage other researchers to conduct similar or further studies and use as an initial work.

1.6 Scope of the Study

This study was delimited to address using analysis techniques of paragraph writing to improve learners' paragraph writing performance and their attitude based on mode of writing such as descriptive, narrative, expository and argumentative paragraph writing skills. However, among them argumentative writing was given due attention for this study. The research was conducted in South Nation, Nationalities and Peoples State of Bench Sheko Zone, Mizan Aman Town Administration in Aman High School with eleventh grade in focus. More specifically, the study focused on the intact groups of the two sections of eleventh grade students were selected in purposive sampling method (Control group and Experimental group). The research intervened in first semester of the study year 2020 and for eight weeks which the participants of the experimental and control groups that met two periods in a week for a total of 16 hours for each group. For this study, the researcher utilized model paragraphs for the experimental group whereas, grade eleven textbook materials of writing activities for control group. In addition, questionnaire, and interviews were employed for students in order to obtained data required for the study.

1.7 Limitation of the Study

When the researcher started the study, the schools were closed due to COVIDE-19 pandemic. He was forced to wait for additional months until the students began their formal class. The school closed and the students were isolated from their formal education for months and they a parted from study. Bringing them into their education was one of a big challenge that the researcher

encountered. The researcher believes that paragraph analysis techniques of writing skills required longer time to observe the overall activities of the students in the actual classroom. Despite, the limitation of time and financial resources the researcher did his best to conduct the study as much comprehensively as possible. He attempted to target the most out of the limited resources and sample subjects. In order to minimize the information linkage between the control and experimental group students, the classes were carried out on in the opposite shift. Hence, the researcher was attempted to control the internal validity treats of the study.

1.8 Definition of Terms

There are some terms that have been used in this study for purposes. Their meanings are listed below for common understanding and clarity

Writing performance: - is a performance participants' writing ability after having participated in writing class of both the experimental and control groups.

Writing Technique: - refers to how second language (L2) learners go about composing a written paragraph that is "any actions employed in the act of producing a text" (Manchon, De Larios, & Murphy, 2007, p. 231).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter literatures that are related to writing skill in general and the objectives of this inquiry are presented. These are definition of writing, approaches to teaching writing in EFL classes, the concept of paragraph writing, paragraph structure, how to write a paragraph, characteristics of paragraph writing, components of paragraph, types of classroom techniques in teaching English writing skill, the types of Writing, and paragraph writing challenges faced by EFL learners.

2.1. Definition of writing

Various language teaching learning scholars forwarded their own definitions by taking the different features of writing skill into account. Byrne (1988), for example, forwards the following points in defining writing: "Writing is the act of graphic symbols on a white paper or flat surface, and letter it is more than the production of putting graphic symbols…." By this definition Byrne describes that writing is not simply putting letters on paper, but it requires a way of thinking to transfer certain information through a systematic and logical sequence of symbols to transmit various meaningful message. Moreover, writing skill is also defines by Lyons and Heasley (1984:209) Writing is a means of communicative happen between a writer and an intended reader. The writer also creates a discourse with the imagined reader and derives from this a text by which an actual reader may approximate to the original discourse. This is meant that, writing is a ladder which relates the writer with his/ her audience. It helps the reader to exchanging ideas, opinions, views and other information across a certain time and place. Besides, Lyons and Heasley further explaine that before writers put their ideas on a paper, they need to consider the audience to whom they are writing for.

Arapoff (19768), on the other hand, defined writing as "writing is much more than an autographic representation of speech; it is most importantly, a purposeful selection of experience…." Arapoff further argues that writing is a productive skill which engages a step by step activity from planning to publish that has a recursive nature when we see it as a process. So writing is an important skill to enhance learners' academic achievement towards their learning.

Kelly (1999) also states writing is a more thought skill and that requires much focus from the part of the writer stating from in selecting words appropriately for the right place. This expression indicates that writing is a skill which needs the writer selecting and organizing ideas in their appropriate flow to convey meaningful message. Due to this and many other rationales writing needs to be conducted appropriately in the classroom so that it will be improved step by step and at the end mastered by practitioners. This could be achieved through the implementation of effective and appropriate teaching techniques with great efforts and practices will be done by classroom language teachers and learners.

2.2. The Approaches of Teaching Writing Skill

The teaching of writing skill in ESL classes has brought dynamic changes in the last three decades that has led to paradigm shifts in the field. Through the stages of these dynamic changes, scholars on the teaching of language skills (writing skill in particular) currently promote some approaches to be used by language teachers in the teaching of writing skill. However, as scholars on the field noted, no single approach is explicitly absolute to teach writing skill. All of them have their own defects and criticisms as they have their own strong sides (Unrau, 2004; John and Dnna, 2005; Hyland, 2003). However, many experts agreed that among the approaches of teaching writing skill, product approach, genre-based approach, and process approaches are the dominant ones that are widely employed in ESL writing classes. These scholars further consolidate that these three approaches have dominated much of the teaching of writing skill in the EFL classrooms (Unrau, 2004; Gee, 1997; Tangpermpoon, 2008). Thus, it is based on these experts that one of the objectives of this study is designed to investigate the approach that language instructors employ from these three approaches merely.

2.2.1. The Product Approach

The product approach also called: 'The Controlled- To-Free Approach' (Raimes, 1983), 'The Text-Based Approach' and 'The Guided Composition' (Silva, 1990) is almost the same with the audio-lingual ideology of Richard's and Rodger's (2001) investigation. In other words, this approach is in line with a structural linguistic view that language is a system of structurally related elements for the interpreting of meaning, and a behaviorist view that language learning is 'a process of mechanical habit formation'. The product approach observes writing development as mainly the result of imitation of input most probably from the classroom teacher. Moreover,

the product approach of teaching writing skill gives much emphasis on the product oriented of written texts rather than on the activities that students accomplish through certain recursive steps of writing. In this approach, thus, the classroom teacher focuses on the outcome of an accurate text in its word choice, grammar, punctuation, spelling and the like parameters (Silva, 1990; Badger and White, 2000; Dana and John, 2005)). According to the view of these experts, the teaching of writing through this approach implies that the students practice the skill through imitation in the way that their teachers teach them. The error free product text will be expected from the learners. Specifically, Badger and White (2000) claim that "…. Concerned with the knowledge about the structure of language and writing development mainly the result of imitation of input, in the form of texts is provided by the teacher." This leads that the input from the teacher offers an important source of imitation which can be a major driving force of language learning. Therefore, from this it is possible to generalize that the product approach of teaching writing skill is more of teacher oriented (traditional) than student centeredness. This is because the teacher, in this approach, is the main source of knowledge in the form of an input.

In this approach, the students are aimed to produce an error free and the final product text at once, with no step. Raimes (1985: 229) supporting to this point, "Contrary to what many textbooks advice, writers do not follow a clear-cut procedure of planning, organizing, writing and then revising steps. For while a writer's product - the finished essay, story or novel - is presented in lines…" In addition, Raimes points out that in using the product approach of writing skill, the students write their texts at once without thinking and planning what they are going to include in their essays. Besides, the students do not have chance to improve their essays through revising, and rewriting multiple drafts collaborating with their peers.

Concerning this point, Harmer (1991) also reminds teachers to give attention on the appropriate usage of vocabulary, syntax, and cohesive devices when they employ the product approach of teaching writing skill. This is because learners directly imitate what they were being taught by their classroom teachers. As a result, linguists claim this approach as a traditional approach and now it is substituted by other approaches such as process and genre based.

According to the scholars, the focus of this approach unlike to the process and genre-based approaches is on the final product that the learners achieve rather than on how the learners pass

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through certain procedural and recursive steps. Regarding to this, Nunan (1988: 86) claims that "the product approach as the name indicates focuses on the end result of the learning process of writing skill." By this, Nunan entails that this approach emphasizes on the teaching of what the learners are expected to be able to perform as fluent and competent users of the target language. Moreover, Richards (1990) adds that the primary emphasis of product approach is to enable learners to produce a perfect or accurate final text at once with no steps. According to him this approach of teaching writing at advanced level leads to the practice of the structure and organization of different kinds of compositions (paragraphs and essays) with higher priority in their accuracy or correctness.

According to Hyland (2003), in the product approach of teaching writing skill, teachers have an authoritative role to offer enough resources, to guide each student in the way they want them to perform, and to correct each student's errors. Here, in this approach the students' role is restricted to receive what their teacher taught and perform an activity in the way they were being taught. They considered themselves as writers, not evaluators of each other's works. If teachers follow this approach in teaching composition writing, the students learn how to follow a formula depending on the way their teachers taught them. Therefore, teachers should take care in giving meaningful and accurate information on the grammatical, vocabulary, organization, mechanics, content and the like aspects since the students directly imitate and then manipulate what their teachers taught them. Besides to this, the teachers play great role in providing writing topics by themselves without considering the students' preferences. However, the writing topics need not be intensely personal; they just need to be important and true for the whole class (Silva, 1990).

2.2.2 The Process Approach

Unlike the product approach of teaching writing skill, the process approach focuses on how a writer goes through certain procedural and recursive steps instead of producing a text at once without certain steps. The promoters of this approach of teaching writing skill such as Nunan (1988), Zamel (1983), Hyland (2003), and Richards (1990) point out that the teaching of writing skill through this approach is implemented through many and varied steps as writers discover the process until they reach their end products. According to Chew (2006), these steps of writing are: prewriting (brainstorming); first draft; conferencing; second draft; editing; and sharing/feedback. Here, Chew (2006) added that the process approach of teaching writing skill is an approach in

which learners at each steps of writing work cooperatively with their classmates under the supervision of the classroom teacher. On the other hand, Richards and Renandya (2002) categorize these stages in to four macro steps as planning, drafting (writing), revising (redrafting), and editing. However, Richards and Renandya (2002) mention that there are some sub-steps under these macro steps of process writing. According to the above-mentioned scholars, these steps are recursive at which learners work cooperatively with each other throughout the writing process. The process approach brings meaningfulness to learners and allows them to understand the steps engaged in writing since they share ideas with their colleagues at each step. However, as Hyland (2003) points out the process approach of teaching writing skill needs an in-depth understanding from the sides of teachers concerning the nature of writing and the way learners should instruct. As Hyland notes, this approach of writing skill has led to viewing writing as a complex and recursive process rather than being an easy task. Likewise, Gardner and Johnson (1997, as cited in Grabe and Kaplane, 1997) also claim the writing process through this approach as Writing is a field task which can be developed by writers as they work. Accomplished writers move back and forth between the stages of process, both consciously and unconsciously. Therefore, Gardner and Johnson claim that the processes approach of teaching emphasize moving from the first step to the last and again to the first and the like. This in other words means that there is a back and forth movements from one step to the other and vice versa throughout the end of the final text.

As a result of this complex and recursive nature of this approach, White and Mc Govern (1994, as cite in Italo, 1999) note teachers and students must know certain principles in implementing this approach of writing. They claimed that, writing is best seen as a recursive process; the writing process is more satisfying when it is shared cooperatively focusing on each step; the practice of writing will be effective as the writer proceeds through the text of a reader. Besides to this proper instruction process writing approach is crucial device in achieving the writing objectives.

2.2.3 The Genre- Based Approach

According Badger and White (2000), the genre-based approach, also called "Academic Purposes approach of English" Silva, (1990) gives greater emphasis on the social context depending on which the teaching and learning of writing is practiced cooperatively. This can be accomplished

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based on the provision of model or selected texts by encouraging the learners to read and discuss on its genres being in groups or pairs. The teacher motivates the students to read, discuss, evaluate, as well as criticize the model composition and then encourages them to write a text of their own after the discussion. Besides to this, swales (1990) describes this approach of writing as "a communicative events of classroom" by which students are encouraged to focus on analyzing the communicative purposes of the texts and the means used by the writers of these texts to achieve such purposes. Based on such an analysis, students learn to write their own texts trying to achieve similar communicative purposes by way of selecting the most appropriate and expressive language.

The genre-based approach focuses on the provision of clear and systematic explanation as an input on the way language functions in the social interaction. This delivery of the input, according to Hyland (2003) is provided prominently by teachers rather than by some other else. According to Vigotsky (1978, as cited in Hyland, 2003), the supporting implication of this approach is an emphasis of the interactive collaboration between the teacher and students during the teaching-learning process. Hence, in this approach of teaching writing skill the, teacher takes an authoritative role to "scaffold" or support learners as they move towards their potential level of performance. The students are offered with different model texts at the very beginning of the lesson and are asked to discuss and react on the model texts together with the classroom teacher, and then write their own texts. Supporting this, Hyland (2003) points out that writing instruction in this perspective could be divided in to three stages: modeling the target genre, analyzing the genre through teacher-student negotiation and constructing a final text.

In this approach, the fundamental role of the teacher is to help students at the very beginning and then gradually give full autonomy to the learners. The teacher facilitates and manages the discussion and supports the students to write their own compositions. But as the students upgrade their ability to produce a text independently, the task of supporting should be minimized gradually. Therefore, the role of the teacher in this approach moves from being explicit instructor to being coordinator and finally the students gain full autonomy to practice writing by them. Supporting this idea, Richards and Renandya (2002: 322) also point out that:

> *…the teacher holds a central role in the supporting process and must be familiar with the learning situation, the material that is being presented, and the specific features associated with the writing students are going to produce, and must be able to facilitate students to help them to achieve the goal… as the students gain greater control, the teacher's role would be ineffective.*

From this quote, it is possible to understand that the role of the teacher in the gene based approach of teaching writing skill is to guide and help the students' to practice their own writing , especially at the beginning of the lesson and then gradually to give a full autonomy for them. Furthermore, according to Tribble (1996), language teachers in using genre-based approach play four basic roles: audience, assistants, evaluators and examiners. As audience, teachers play the role of readers providing responses to the ideas or feelings that learners are trying to convey through writing. As point out by Kehl (1970), teachers need to communicate with the writer (student). As assistants, teachers support (scaffold) learners to make their writing more effective and efficient. Teachers also have a great role in selecting the correct genre, determining the purpose and using appropriate language so that the students practice writing meaningfully. As evaluators, teachers give their comments on the learners' strength, weaknesses and on their overall performances so that they improve their skills based on the comment they get.

2.3. Approaches to teaching Writing

For many years, language teaching writing was a tremendous skill in English as a second language. Brooks and Richards (1964) argue that "primarily what is spoken and only secondarily what is written". This means that speaking has more importance than other skill and known one rather than writing skill. After the 1960's, especially in the United States, writing for academic purposes got interest and was essential to language learning. According to Raimes (1994) the significance of how to teach writing not what to teach and make several approaches to teaching writing as Controlled –to-free writing Approach , the Free –writing Approach, the Paragraph Pattern Approach , the Communicative Approach , the Grammar-Syntax-Organization Approach. Raimes (1994: 5) argue that there is no one answers to the questions of how to teach writing in EFL classes. There are as several answers as there are teachers and teaching techniques, or

learners and learning techniques. The following foreign figure 1 represents what student / learner has been used to compose a piece of writing. It consists of separated aspects for instance, content, purpose, word choice and organization which are used and needed in writing any piece of writing. Teachers have developed a different approach to the teaching of writing. These are the most known approaches to teaching writing as represented by (Raimes, 1994).

2.4 Approaches and techniques of Paragraph Writing

According to Fauziati (2014), approach as "a set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning. An approach is an axiomatic," Whereas, Technique is an implementation which actually takes place in a classroom. It is a trick, strategy, or contrivance used to accomplish an immediate objective (Anthony 1963, as cited in Fauziati 2014). Approaches and techniques have closely related each other, because techniques are sort out of the approaches of teaching writing. Different techniques have been used to deliver writing lesson. Different approaches, methods, strategies and techniques are recommended to help EFL learners to write well in English. It is the teachers' responsibility to adopt, modify or even develop remedial procedures and techniques that can minimize the learners' errors and elevate their level (Abu Rass, 2015).

There is no one best approach or techniques that help students to grasp the essential value of writing. As each of them have strength and weaknesses, teachers are responsible to adopt suitable techniques which are design to achieve a specific objective of the writing activity. It is important to search every approach to find out useful techniques for teaching learning paragraph writing. We will seldom find a classroom a teacher is as devoted to one approach as to exclude all others. As Ann Raimes (1983) indicates a teacher applying a communicative or a process approach for a piece writing task will still use techniques drawn from other approaches as the students need them; model paragraphs, controlled compositions, free writing, sentence exercises, and paragraph analysis are useful in all approaches.

Some teachers and textbooks are eclectic- drawing from everything that is available to them. It will not limit itself to techniques derived solely from one approach. There is no one direction to teach writing, but many ways will be applied to teach writing a paragraph. In addition, Ann Raimes (1983) describes Techniques are drawn from all approaches to address the various features that a writer needs to consider in composing a piece of writing, they still have something

in common. The basic assumption that writing means organizing ideas and writing a connected text and not just single sentences, that writers write for a specific purpose and a target reader, and that the process of writing is more important learning instrument for all students. Now a day, choosing classroom techniques is the day to day activities of every writing teacher. Any decision we make such as whether to provide students with a first sentence or, not or whether to indicate all errors or selected few- is a decision about a teaching technique. The variety of techniques available to teachers recently in textbooks and training courses can be extremely confusing or difficult to understand. Examining them with some basic question in mind will help us identify which one fit our class, our student level, and the approach that underlies our own curriculum and our own paragraph teaching. Writing techniques that drawn from different sources of approaches of teaching writing must be answer the following basic questions.

Techniques of paragraph planning in the Class: Seven Basic questions (Ann Raimes, 1983).

1. **How can writing help my students learn their second language better?** Finding and communicating ideas is not encouraged by the typical textbook tasks of writing about a subject in a class or at home and then handing in the finished composition to a teacher who points out the errors. There is a better way. Instead, we can take the same text book topic but build in class activities that will help students to prepare for the assignment and give them the advantageous to speak, listen to, read, and write the new language in the process of making and communicating their meaning.

2. **How can I find enough topics?** A good topic is explored beyond the one composition that students write. Unfortunately, good topics are not always plentiful. One useful source that is often overlooked is the students themselves and their interests. We find out about these from class discussions, from questionnaires, or when we ask students to write daily notes or to do ten-minutes in class free writing. A good topic will be created from their day to day activities of students themselves.

3. **How can I help to make the subject matter meaningful?** The reader certainly needs to find the subject matter of a piece of writing interesting, but even before that, the writer needs to be interested in the writing task. It therefore needs a purpose to it other than just language practice. So, with every task that we assign our students, we should consider how

to make it as meaningful as possible for both the writer and the reader. The writer will put more taught and effort into a piece of writing that communicates his own interests and opinions to a reader. The subject matter of the topics should, as far as possible involve writers and readers in the communication of real meaning.

4. **Who will read what my students write?** Traditionally, the teacher has been the reader as the judge of students' writing. However, a teacher correct error in grammar and spelling, they make evaluative comments like "very good" or "could be improved" and they write the students' incorrect sentences. For each writing task we should engaged one or more reader. Including the teacher, the students in pair or in group could be involved in the reading task.

5. **How are the students going to work together in the classroom?** After we have established topic, purpose, audience, and some integrated language activities, we must think of our actual class time and what direction we will give the students. Will they work together as a class, in groups, in pairs, or individually? Will they write in class, or at home? How will the class go on once the subject matter for the writing has been introduced? For second language learners, the students need more time and opportunity to practice using the language with others, group work especially beneficial.

6. **How much time should I give my students for their writing?** Obviously, a lot of language activities and group work take a lot more time than the usual writing assignment. Before we can assess how much time to allow for a writing task, we have to be identifying what writers actually do when they write. For second language learners a teacher should be given ample time to write again and again.

7. **What do I do about errors?** Our principal aim as teachers of composition is not to search for errors-that after all, is what our students should be doing before they hand in their paper to us, But obviously, when our ESL students write, they do make a lot of mistakes and it becomes necessary and natural for us to devise ways of dealing with the errors so that they do not become the sole focus of piece of writing. A specific assignment will call for its own schedule and method of error correction.

2.5 The Concept of Paragraph Writing

Paragraph is an important agreement of written part of English. It has developed as a visual way of helping the reader to follow an extended piece of writing. Paragraph helps us to recognize how the sentences are grouped together. Omisha and Hogue (2006) say that a "paragraph is a basic unit of organization in writing a group of closely related sentences develops one main idea and consists of three kinds of sentences: a topic sentence, supportive statements and concluding sentence. Alemayehu and Leta (2018) state a paragraph can be defined as a group of related sentences that develop one major idea. It expresses a speaker's thoughts, ideas, and feeling on a point in a clear way. It is considered that writing a paragraph is the most essential structure in any writing. A paragraph is a group of related sentences that deal with a specific topic. Writing a paragraph is one of the initial steps of the writing process that consist of some procedures, so that the learners can follow these to produce a good piece of writing in various contexts (Zemach & Rumisek, 2003).

The form of the paragraph should start with an indentation which means a blank space at the beginning indicating that a new subject or a different point of the same subject is being considered with. The sentences within a paragraph link together so that readers are not conscious of gaps. Elements of paragraph should be combined to form one complete meaning in the paragraph. In addition, effective sentences involve more than starting with capital and stopping with a full stop/ period. The word or words must make sense, expressing an idea or feeling clear enough to stand alone. Since "writing builds larger units from smaller ones; that is, writers use words to make sentences, sentences to make paragraphs, and paragraphs to make such compositions as letters, reports, and college themes" (Hart and Reinking 1990).

2.6. Paragraph Structure

Meyers (2006) & Khoury (2007) indicate that the paragraph structure consists of three important elements, they are as follows:

1. The introduction contains a topic sentence which outlines the central idea of the paragraph to which the rest of the paragraph should be focused. It must clarify one's precise attitude towards the subject. The usual position of the topic sentence is at the beginning of the paragraph, but it can sometimes occur anywhere in such unit.

2. The body consists of supporting sentences which support, explain, and develop the main idea expressed in the topic sentence by giving details, explanations, and examples. The body must be unified via relating the whole sentences to the topic sentence and to each other as well.

3. The conclusion occurs at the end of the paragraph leaving the reader with important points to remember. It summarizes the main point of the paragraph and gives the sense of finality

2.7. Characteristics of Paragraph writing

In general, for a paragraph to be effective, it must have three characteristics: Unity, coherence and adequate development of ideas.

1. Unity

Unity in the paragraph means oneness of idea. A paragraph must have unity; that is, its sentences must stick to the central ideas of the paragraph. A good paragraph has unity when all the sentences talking about the main idea. Unity in the paragraph is achieved using (1) a topic sentence with its controlling idea (2) supporting details, and (3) a clinching sentence. As Alemayehu and Guta (2018) describe if all the sentences in a paragraph are dealing about a single idea in the topic sentences, and if the sentences are closely related, the paragraph will be unified. Any sentence that does not support the topic sentence in a paragraph is irrelevant.

2. Coherence

Unity in a paragraph is not enough, for even if all sentences are interrelated to the Topic Sentence, the way in which they are related may be confused. Sentences must cohere; that is, the thought contained in one sentence should be clearly related to the thought of the next sentence. Coherence can be regarded as a logical connection between utterances with discourse structure, meaning, and action being combined (Schiffrin, 1987). Coherence can be achieved using certain devices, among them Transitional words and Phrases, Pronoun Reference, Repeated Key Terms or Parallelism. Primarily, coherence rests on clear logical sequence of thought from one sentence to the next. There are many ways to make a paragraph coherent. One-way is to use linking words. There are many kinds of linking words: coordinating conjunctions, subordinating conjunctions, prepositions, and the transitions are common types of linking words. They are words or phrases that help to join sentences to one another (Boardman and Freedenberg, 2002).

Consequently, to have a coherent paragraph, students keep unity of the paragraph, the paragraph which is describes by the connection between sentences in the paragraph and use different cohesive devices that are used to fix sentences together for the signal of flow of ideas in the text. Generally, producing a paragraph is combining different sentences using different cohesive devices to build the central idea which is anticipated to be delivered and summarized using concluding sentences.

3. Adequate Development

Effective paragraphs are not only unified, they are fully developed, which means that they don't leave any basic questions in readers' minds. When students are writing a paragraph, they must be confirmed to trace the full development of their ideas for readers so they will understand the assumptions, evidence and reasoning students used. There are three ways to ensure paragraph developed: by providing the right level of supporting detail, choosing the right kind of evidence and choosing the right pattern of development for your purpose.

The controlling idea and any other supporting ideas within a paragraph should be sufficiently explained or illustrated; Every idea discussed in the paragraph should be adequately explained and supported through tangible evidence and details that work together to explain the paragraph's controlling idea. A paragraph which lacks development is one that introduces a topic but fails to provide enough information to explain it to readers (Kramer et al., 1995). Thus, an assigned topic may need a certain method of development and this method of development will require the use of certain patterns. Certain methods of development require certain structures (Raimes, 1981).

2.8 Paragraph Coherence Techniques

Meyers (2006) reveal several techniques which help in connecting the sentences together in coherent manner and moving them one after another leading the reader to a coherent paragraph, the most salient ones are as follows:

1. **Precise Reference:** The most common reference markers are pronouns which take the place of nouns in the antecedent sentences. As a result, all these references link sentences together keeping the reader's mind on the idea being discussed.

2. **Parallelism:** It means using similar parallel constructions in a series of consecutive sentences in the paragraph so that one can notice parallel relationships among these sentences more easily and clearly with necessary details. Moreover, Meyers (2006) stated that such kind of technique captures the reader's attention to the ideas that support the topic sentence.

3. **Repetition:** It involves the repeated use of key words and phrases in a many time in a paragraph. Repetition helps in making a connection between sentences and maintains continuity among these sentences holding the readers' attention at the idea being dealt.

4. **Transitions:** Transitional words and phrases are used to link parts of a paragraph to help one sentence move smoothly into another as well as shift the ideas from one to the next. These transitions show the logical relationships among the sentences in the paragraph. An accurate use of transitions leads to a coherent paragraph; on the contrary, inaccurate use of them leads to a doubtful one. However, Meyers (2006) gives the following list of common transitions which is arranged according to meaning:

a. Enumeration (or counting): first, second, third, next, then, after that, finally.

b. Space: above, around, behind, below, beneath, beyond, close by, farther away, in front of, in the front(back, near), in the middle(center), inside, on the inside(outside), nearby, next to, to the left(right), to the north(south),on the right(left, bottom, top), outside, over, under, underneath.

c. Time:

- In sequence: after, after a while, afterward, and then, an hour (a day, a week) later, eventually, finally, first (second, third), later (on), next, soon, still later, the next day(week, year), tomorrow.
- Simultaneous or close in time: as, as soon as, at that moment, during, immediately, meanwhile, suddenly, when, while.
- Previous time: before, earlier, last night (month, year), and yesterday.
- At a stated time: in March, in 1983, only July 8.

d. Addition: additionally, also, and, furthermore, in addition, moreover, too.

e. Comparison: in the same way (manner), likewise, similarly.

f. Concession: as you probably know, certainly, naturally, no doubt, of course.

g. Contrast: although, but, despite, even though, however, nevertheless, nonetheless, on the contrary, on the other hand, yet.

h. Emphasis: above all, especially, indeed, in fact, in particular, most important.

i. Illustrations: as an example (illustration), for example, for instance, in particular, such as.

j. Qualification: maybe, perhaps, possibly.

k. Reasons: as, because, because of, for, one reason for this is, since.

l. Summary and conclusion: and so, in other words, in short, in summary, to summarize, to sum up, thus, therefore.

2.9 Components of paragraph

It can be said that effective writing is very important for every student. So that, reader can easily understand what a writer has been written and make the reader can catch writer's ideas. So the writer has to know how to write or make a good writing.

Furthermore, according to Hughes in Suharni (2016: 11), there are five components that should be considered in order to compose a writing product:

1. **Content:** The word of "content" relates to how well the students put the thesis statement and supports it with some related ideas. It can be personal experience, illustration, facts, opinion, and the use of description, cause/effect, and comparison/contrast. It also demands the students to keep attention and continuous with the key idea.
2. **Organization:** The term of "organization" in writing deals with how well the writers function the introductory, body, and conclusion as well as possible. Besides, the ideas follow the logical sequence.
3. **Discourse:** The term of "discourse" deals with the use of topic sentence, paragraph unity, transition, discourse marker, cohesion, rhetorical conventions, reference, fluency, economy, and variation.

4. **Vocabulary:** Vocabulary is all words that a person knows or uses. In writing, the writer should know how to choose the appropriate words to form phrases, clauses, and sentences in order to produce meaningful and effective product of writing.

5. **Mechanics:** Mechanics of writing are related to spelling, punctuation, citation of reference, neatness and appearance.

Besides that, the skill of writing is an ability to express what someone has read or heard in the written form, or an ability to describe ideas, opinion or feeling in the written form. It does not only pay attention to grammar but also to select the appropriate vocabulary. So, teaching writing is making students understand how to write well.

In writing, students face challenge to develop their ideas, knowledge, or their ability. According to Bailey, (2008), some considerations should give attention in writing an academic text. The first is the writers should think the vocabulary used in their writing. He suggests several guidelines for vocabulary used: (1) use vocabulary accurately, (2) avoid using idiomatic, instead use standard English, (3) be as precise as possible, (4) use tentative language for conclusions, (5) avoid adverbs that show personal attitude, (6) do not use contract verb forms, (7) passive voice may not be over-used, (8) avoid using the word like to introduce examples, the word thing, instead use factor, aspect or issue, the word lots of and little or big, instead use a significant, small or large, (9) do not use question forms, (10) avoid numbering sections, (11) avoid using etc. or and so on, and (12) avoid using phrasal verbs.

2.10 How to Write a Paragraph
Writing a paragraph is one of the initial steps of the writing process that contains some procedures, so that the learners can follow these to produce a good piece of writing in various contexts: such as at high school.

1. **Brainstorming**: when students think carefully and organize their ideas for their paragraph before they begin writing. It is an idea-collecting or idea-generating technique which mainly functions as an organizer of thinking and an idea collector as well as a developer. This is pre-writing activity. Richard (1992) point out that the more time students spend on pre- writing activities, the more successful their writing will be.

2. **Planning**: when students generate ideas or students exchange ideas into note form. It functions as an organizer, a planner and a classifier of the ideas collected in the brainstorming exercise, is a very useful summarizing technique that students would like to facilitate receiving the information flow in the EFL classroom paragraph, essay, article or a long paper. It also helps students to establish paragraph unity (the relevance of the paragraph ideas to the main idea_ topic sentence), which gives the reader an introductory idea about the main topic of the paragraph.

3. **Drafting:** when students jot down their ideas on paper focusing on content not mechanics. Gaber (2003) stat that students should not expect perfection, when they are writing their first draft in this stage. The first draft should be considered as a further means of discovering ideas and what one wants to do.

4. **Revising:** when students come to organization, main points support for main ideas, examples, and connections between ideas. Noskin (2000) point out that revising is considered the key element of the writing process, the means by which ideas emerge and evolve and meanings are clarified. Moreover, Manzo and Manzo (1995) argue that revising should be a thinking process that helps students refines ideas, discover new connections and explore them more deeply to best communicate their ideas with an audience.

5. **Editing**: In this stage students check their paragraphs from mistakes and correct them. Once students have revised their writing, they move to the editing stage to come up with the final version. Editing could be the process of correcting sentence structure, word choice, spelling, punctuation, grammar and capitalization in a piece of writing. This occurs after the revision process has been completed and just prior to the publishing phase.

6. **Publishing**: This is the last stage of the writing process. In this stage the paragraphs that are revised and edited carefully may be published. Since writing is communication, Students should read their writings aloud to the class. This is one way of publishing students' writing. Poindexter and Oliver (1999) note that the purpose of publishing is to share and celebrate students' finished products with their friends. By sharing their writing, students develop sensitivity to an audience and confidence in them as authors.

2.11 The types of Paragraph

Paragraphs and essays can be written in different modes or styles. A writer will choose a type depending on what he / she wishes to accomplish, what sort of material to be discussed, and what kind of effect s/he wants to have on the reader. There are four mode of paragraph writing, though normally these types are mixed.

2.11.1 Descriptive Writing

Descriptive, narrative, expository and argumentative writings are the four most common modes of writing (Richards & Schmidt, 2002). However, among these four types of paragraph writing, descriptive writing is the most basic form of writing. At first glance, it looks simple for an academic discourse, yet it is "the best and fundamental way to lay the foundation of the writer's craft" (Meyers, 2009). In addition, all types of writing encompass some elements of descriptive writing that cause a reader to see, think, feel, and react (Meyers, 2009). It a accommodates a colorful piece of a person, a place, a thing, or an idea using concrete and vivid details (Axelrod and Cooper, 2001; Carrell, 2001; Johannessen, 1995; McCarthy, 1998; Spencer, 2005). Therefore, each types of writing motivate different types of processes in the mind of the writers and it follows different procedures.

Descriptive writing creates a vivid mental picture. In its pure form, nothing much happens. "Description" tells us what something looks like, feels like, tastes like, sounds like or smells like - without action or events. It doesn't explain a relationship or a process beyond oneself; it focuses on one's immediate subjective perceptions. Thus, descriptive writing connects the outer world with our feelings. It is usually concerned with creating a mined picture of what we experience and feel at one moment, and it will use many vivid adjectives and adverbs. Descriptive paragraphs and essays are usually written in the first-person point of view and are much more emotional and personal than expository writing. It should be said that you will rarely write a purely descriptive passage. Normally speaking, descriptive writing is mixed in with other styles as a supplement.

2.11.2 Narrative Writing

The narrative paragraph or essay tells a story, just like a narrator in a play (though it should be a true story, unlike a short story or a play). Narrative writing is best used to illustrate the "personal

developmental path" a person (often yourself) has taken to reach a point in his/her life. As a result, it is normally written in a first-person point of view. True narrative writing is unusual, because it is demanding. A narrative must have a conflict that is overcome. This is the core of any narrative form of writing, be it a paragraph, an essay, or a story. In an essay, it usually means a single incident/anecdote, where the narrator experiences some brief challenge that is met and (hopefully) survived. This "overcoming" should in turn lead to some form of understanding. Simply describing or explaining one's surroundings is not a narrative. You need a (brief) establishment of setting, an explanation of the problems, and the resolution of this challenge. In other words, you need a plot.

2.11.3 Expository Writing

Expository writing "exposes" or explains things about a subject. It is also sometimes called "information writing" because it gives information about a person, place, thing, relationship or idea. To accomplish that, it is best developed using clear reasons, facts and statistical evidence, cause and effect relationships, or examples. Since expository paragraphs are factual, they are written without emotion and usually written in the third person. Nevertheless, you can use "I" in your expository writing if the focus is on external, neutral descriptions and explanations, rather than personal feelings (personal feelings move you into "descriptive writing"). Indeed, expository paragraphs and essays are sometimes confused with descriptive writing, because both can spend a lot of time describing things. But again, the big difference is that expository description tends to focus on external objects, situations and processes, in order to explain something in a neutral, matter-of-fact manner. Descriptive paragraphs, on the other hand, tend to focus on our emotional responses as we perceive the world at one point in time.

2.10.4 Persuasive Writing

This type of paragraph is probably the most common form of writing at the higher academic level. Persuasive (or argumentative) writing attempts to convince the reader that the point of view or course of action recommended by the writer is valid. To accomplish this, the writer must develop a limited topic which is well defined and debatable and has more than one side. It is necessary that the writer understand other sides of the topic so that the strongest information to counter the others can be presented. You may present these opposing points of view, but they must be summarized at the beginning and then quickly refuted (to refute something means to

show it is false or not particularly important). If you're not sure how to do this, then simply stick to your side of an argument. While persuasive writing attempts to prove your point of view, it's usually written in an objective, third person point of view; such a stand helps demonstrate your objectivity. It should be noted that "argumentative" writing is said by some to be more rational and empirical (i.e. based on facts), whereas "persuasive" writing will often use emotional appeals to manipulate the reader's sympathy. However, most writing experts view the two terms as synonymous; few paragraph/essays are so coldly dispassionate that they will not use strong and loaded language to win an argument, and analytic facts are always a good way to persuade the reader of one side over another.

2.11 Concepts of Attitude

The concept of attitude is an issue that is often studied in educational environments. According to Eagly and Chaiken quoted by Nima and Dariush (2014: 288) attitude is "a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor". They also point out that attitude is an internal situation that is acquired and has an effect on the selection of behavior. Based on these definitions, attitude can be defined as a cognitive manner that has emotional and sentimental side and affect on the person's decision regarding doing something or not.

According to Masarogulları and Kocakgöl as quoted by Gokham (2011) concept of attitude is made of three components which are affective (feelings, emotions), cognitive (personal, evaluative beliefs) and behavioral. The first one is the emotional that is made of emotional reactions towards the attitude. The second one is cognitive component that is made of ideas and believes that the individual has about the attitude object. The third one is behavioral component that involves behaviors towards attitude. It is studied that positive attitude facilitates learning. If the learner is reluctant to learn or he/she does not have a positive attitude, he/she does not produce any result. Language learning is affected by the attitude and motivation. As Elko (2005) stated motivated and demotivated students have different perceptions of their class, teachers and curriculum. Their perceptions are responsible for their attitudes. An individual's perception of the class, perception of the teacher, peer group, syllabus and his/her awareness for future needs affect his/her attitude to language learning.

2.12 Writing and attitude

A good written essay is attractive to read. But behind its creation, there needs a great effort to write a piece of composition becomes so meaningful. Not only creating a good piece of composition in the native language, but also it is a hard work in the foreign language like English. In Ethiopia situation English is learnt as a foreign language, students learn writing because they want to pass the final examination and get good grades. Therefore, whenever the word 'writing assignment' is ordered to the students, they mostly show unhappy faces. Writing ability and academic success are closely related. Research has shown that writing can forecast academic achievement. Preiss et al. (2013) investigate how writing predicts the secondary and university students' subsequent academic grades. Their finding indicates that, compared with other course skills, writing becomes a significant change of university achievement over time. Their research also has shown that there is a relationship between students' writing attitudes and their writing achievement. If the result of this research is correctly interpreted, it implies that better writer has more chances to get better grades.

Unfortunately, most English as a Second Language (ESL) /EFL students have negative attitude to writing. They often consider writing, especially in the form of essay composition, is a difficult task. Ismail et. al (2010) find out that most ESL students are apprehensive to writing tasks and have negative attitude to academic writing. Usually, the students who perceive writing as difficult would dislike the activity (Ismail et al., 2012). There were some issues why the students have negative perception toward writing, namely the shortage of time to practice in the class and the ineffective writing techniques, strategies and resources to write critically (Ismail et al., 2012). Furthermore, Zhu (2001), who investigates ESL graduate students writing difficulties, finds out that the major challenges the ESL students face are the rhetorical and the linguistics aspects during the completion of the writing tasks. Within Ethiopia context, the students' dislike to writing are due to the problems they encounter when they perform writing tasks, namely linguistics problems, cognitive problems, and strategies in relation to paragraph organization and text structure, and psychological problems, such as moods and difficulty to start writing (Rahmatunisa, 2014).

Ideally, students should have positive attitude to writing as it can help them to achieve better writing achievement. Research reveals that there is a relationship between positive attitude and writing skill (Hashemian & Heidari, 2013). The result of the research also shows that the students who have integrative motivation achieved better success in second language (L2) academic writing than those who have instrumental motivation. In addition, Graham et al.,(2007) conduct a study on primary grade students to find out their attitude towards writing and their writing achievement. They find out those students who have more positive writing attitudes have better writing achievement than other students who have less favorable writing attitudes. The result of their study suggests that writing attitudes can predict writing achievement. Similarly, Gupta & Woldermariam (2011) also reveal that students with strong motivation score high level of motivation, confidence, perceived ability, and positive attitude toward writing, and use frequent writing strategies. This means that the more motivated the students are the more writing strategies they would use. They finally concluded that motivation is found to be one of the important trigger in enhancing EFL learners writing skills.

CHAPTER THREE

RESEARCH METHODOLOGY

The main purpose of this study was to investigate the effect of paragraph analysis techniques on EFL learners' paragraph writing performance and their attitude. Therefore, to achieve this objective and to answer the basic research questions, this chapter consists of study design, variables of the study, research participants', instruments of the study, reliability and validity of data collection, data collection procedure, method of data analysis, and ethical considerations.

3.1 Research Design

For this study, quasi-experimental study design was employed. Since it was not possible for the researcher to select or assign subjects randomly. Creswell (2012, p.310) declares that such design may occur in which researchers need to use intact groups because of the availability of the participants because the setting prohibits forming artificial groups. The researcher assigned two intact sections as experimental and control groups. Next to this, the researcher administered a pre-test to both groups at the same time to identify the present status of students' knowledge and skill in writing composition. After the pre-test, both groups were conducted the treatment to assess the difference between them. The experimental group students were made to involve in the training using analysis techniques of model paragraph. On the other hand, the control group students were taught the lesson on paragraph writing through conventional techniques commonly used the writing lesson included in grade 11 textbook. Finally, the pre-test and post test results of the experimental and control group students were analyzed and compared.

3.2 Variables of the Study

In this study there were independent and dependent variables. The independent variable was "paragraphs analysis techniques o". These paragraphs were selected based on the requirements in which their contributions to teach writing to students. The model paragraphs were also selected in the criteria of fulfilling each analyzing requirements. Since analysis technique of a model paragraph had ten requirements, a paragraph was selected based on its fulfilling of these criteria. These analysis techniques are the title, topic, topic sentence, supporting sentences, concluding sentence, unity, coherence, arranging ideas, paragraph development, and mode of paragraph. The

dependent variable was "EFL learners writing performance and their attitude" that was indicated in appropriate Organization, Content, Language Use, Vocabulary and Mechanics.

3.3 Participants of the Study

The present study was conducted in one government school of SNNPRS in Bench Sheko zone Mizan Aman town administration at Aman secondary High school. The researcher selected this secondary school because it was easy to access and applies this experiment since he has taught there. The school consists of grade ten up to grade twelve students, because grade nine students did not exist due to COVIDE-19 pandemic disease. The total number of students in this secondary school was male 742 and female 955 total 1697. Among them the numbers of eleventh grade students were 342 males and 396 females totally 741which were divided in two groups of natural and social science streams. Among them in natural science 117 male and 108 female students were distributed into nine sections. The researcher used only grade eleven natural science students for his study because to maintain the homogeneity of the participants' result. Moreover, two intact sections were selected from natural science stream for this research. Before the training, the researcher assigned one section as the experimental group and one section as control group by drawing a lot.

3.4 Sampling Techniques

To conduct this study, the researcher used non probability sampling techniques for the selection of participant. The participants of the study were chosen from Aman Secondary School eleventh grade students. In this school there are nine natural science sections. Among them two sections were selected from the nine natural science stream using judgmental/ purposive sampling technique. These sections were Section A and C. The two sections of the natural science students taken as participant because the number of these sections is small in number compare to other sections. There are 45 and 47 students respectively in each section. The number of students within each class decreases, because paragraph analysis or managing the data needs more time. According to Bausell (1994, as cited in, Cresswll, 2012) for a good experiment, the treatment groups are few in number. After, the two sections were selected a lot draw to assign one as the experimental group and the other as the control group. The investigator try to convince all sample students to participate in the study. Cresswel (2012) elaborates in many experiments; the size of the overall number of participants (participants per group) is dictated by practical issues

of the number of volunteers who enrolled for the study or individuals available to the researchers.

3.5 Instruments of the Study

In this study, three data gathering instruments were employed. These were the pre-test, and the post-test, questionnaire, and interview. First, a pre-test was given before the experiment. After the Control and Experimental groups were taught for eight weeks (two months) used exercises from grade 11 textbooks (Control groups) and experimental group were exposed to using analysis techniques of paragraph tasks in writing (Experimental groups) again students in both groups were given a posttest. At the end of the experiment to see if there was any significant difference between them. To determine the significance of the mean difference between the experimental and control groups, the t-test was used in the study.

3.5.1 Pre-test

The pretest was held before the main intervention to find out if there was any significant difference in paragraph analysis techniques in writing performance between the experimental group and the control group in their paragraph writing abilities. On the other hand, both groups taken the pretest which was design to ascertain the students of the two sections were homogeneous in their result before the experiment. The students in both groups ordered to write a paragraph which was instructed by the researcher. The time given for the pre-test was one hour and thirty minutes. The topic that students asked to write a paragraph was taken from familiar situation to the students. (See Appendix B)

3.5.2 Post-test

At the end of the experiment, the participants were given the post-test. The post-test was given for them in order to find out if there was any significant difference between the control and the experimental group of paragraph writing abilities at the end of the experiment. The participants were asked to write about the topic of one paragraph. Like the pre-test, the post-test paragraph writing test took one hour and thirty minutes. (See Appendix C)

3.5.3 Questionnaire for Students

Questionnaire for students was one of the tools used for gathering data for this study. A questionnaire with liker scale questions was designed and distributed to students in the experimental group in order to find out the paragraph analysis techniques in writing performance that the students had learnt in lower grades (Grade 9 and 10) and their attitudes towards using analysis techniques of model paragraph writing activities in the experiment. Besides, the student questionnaire was aimed at investigating the major problems students faced while they were learning using analysis techniques of selected paragraph in writing. The researcher distributed the questionnaire only for students in the experimental group. This is because there were question items which gave meaning only for students who participated in the experimental group. It was assumed that the students' responses would provide highlight on how teachers teach using analysis techniques of paragraph in writing in Ethiopian secondary high school English classes. (See Appendix E)

3.5.4 Interview for Students

As complementary to the questionnaire, a structured interview was conducted in Amharic so that the students could understand the questions clearly and gave accurate response. The students' interview was conducted and tape-recorded. The interview was intended to collect data on students' attitude towards using analysis techniques of model paragraph activities in writing. The interview data also helped the researcher to see whether using analysis techniques of model paragraph activities were helpful in improving the students' writing skills. (See Appendix G)

3.6 Reliability and Validity of Data Collection

It is evident that the concept of reliability and validity are the center of a research to collect the required data from the sample of the study. According to Selinger and Shohamy (1989), state "Reliability provides information on the extent to which the data collection procedure promotes accurate and relevant data; validity provides information on the extent to which the measurement really measures what it is supposed to measure." In testing writing skills, a test was reliable as a measuring tool.

In order to obtain data for this study, three instruments were employed: tests, a questionnaire, and an interview. These three instruments were selected for the data to be more reliable. Therefore, the researcher assigned two test rater teachers from the English department of Aman

high school to establish reliability of the experiment. The paragraph writings were rated based on six evaluation rubrics. In this study, the analytic method was used because this method is very valuable to improve the reliability and validity of writing tests due to a marking guideline (Weir, 1990). In order to mark students' composition, the researcher identified the important features such as organization, content, cohesive devices, language use, vocabulary, mechanics etc. (See Appendix D). In order to achieve these aspects, the pre-test administered to the control and experimental groups at the same time. Then, the two test rater teachers marked paragraphs which were produced by students of both groups. The average of the two raters result awarded to each student. Fortunately, the test results of the both groups were significant in its measurement. There was no great average difference between both groups in pre- and post-tests. The content of the pre-and post-tests, the questionnaire and the interview items were checked and getting feedback from the research supervisors and colleagues. The comments were helpful to improve the pre and post-tests as well as the marking guidelines. Furthermore, in preparing the pre-and post-tests, the researcher consulted different books in ternate sources for example, (Weir, 1990; Heaton, 1991). Besides, the pre-and post-tests were maintained content validity aiming to assess the students' paragraph writing performance in their writing abilities covering the analysis of techniques which the students were studied during the experiment.

3.7 Data Collection Procedures

The process for collecting data in this study was passed through pre-test and, post-test, questionnaire, and interview.

3.7.1 Administrating the pre- test

The subjects in both groups of the study were given a paragraph analysis and writing performance pre-test. They asked to write a paragraph only one topic based on given criterions. Also, the subjects in both groups were taken the pre-test as the same time and given enough time (one hour thirty minutes) to finish their own paragraph writing test.

3.7.2 Teaching the two groups

A week after administrating the pre- test, the two groups were subjected to the treatment which took for two months, the first and the last two weeks were used for pre-and post-tests. For intervention two hours for each class per a week were given for each group. During that time, the

subjects of experimental group were given an introduction about how to use analysis techniques of paragraph writing. Then, they were exposed to practice various types of model paragraphs to read, discuss, analyze, and composed their own paragraphs. Furthermore, they were trained how to generate ideas, collect information, and organizing thoughts before embarking in the actual writing process. Next, they expected to produce their own paragraph. While the control group students not exposed to these analysis techniques at all. They only taught the conventional teaching writing paragraphs which were the researcher selected a topic from their textbooks and asked them to do the activities.

3.7.3 Administrating the post- test

After the treatment covered and exactly a weak after if the post-test was administered. The subjects in both groups were sat for a composition of writing test. They were ordered to write a paragraph on only one topic. The tests were identical with the pre-test and they were asked to submit their drafts at the end of the test.

3.7.4 ESL Composition Profile

To evaluate the students' written performance in the pre-test and post-test, the researcher applied a ready-made scale (ESL Composition Profile) which was designed by Hartfiel, Hughey, Wormuth, and Jacobes (1985). In order to mark students' composition, the researcher had to identify the important features such as Content, Organization, Language Use, Format and Mechanics etc.… that he wanted to focus on (Heaton, 1990). In this study, the analytic method was used because this method is very important to improve the reliability and validity of writing tests due to a marking guideline. Each of these components/aspects arranged at different levels which was controlled by certain criteria that attributed to the subject's actual performance. The total score of the profile was 40 percent. The following marks allotted to correct some of the components of writing such as content (10%), organization (10%), language use (7%), vocabulary (6%) and mechanics (7%) the total sum of 40%.

At the time of data collection, first, the pre- test administered for the sample students at the same time. Next, the pre- test data was collected; the test raters scored the test based on the scoring rubric which was mentioned above and recorded. At the end of training session, the post test was

given for both groups and analyzed. It was important to see whether the training brought significance difference between the experimental and control group of the learners' achievement of writing performance.

3.8 Method of Data Analysis and Interpretation

For this study data was collected and analyzed. The statistical package for social sciences application /SPSS/ was applied. The statistical tools were used: i.e. The independent samples t-test and descriptive statistics. The independent samples were used after administering the pre-test to prove that both groups were equivalent before the treatment. It was also used after the treatment to analyze the data by comparing the performance of both groups with respect to their performance in the post test. Such a test qualified as the most appropriate statistical measurement since only two variable and/or two groups were involved.

The result was interpreted to the two tailed level of significant (0.05) which was the most preferred value. Therefore, when the significant level would be computed for two variables was smaller or equal to 0.05, the two groups consider different and there was a significance difference between the groups for the sake of the groups which had a higher mean. When it was greater than 0.05, then it means that there was no significance difference between the groups: i.e. the groups would be considered similar according to the mean scores.

According to Lazaraton (2005, as cited in Zoltan, 2007) there are two main types of t-tests: independent samples t-tests and paired t- tests. Independent samples t-tests for research designs are comparing results of groups that are independent of each other. However, paired samples or research designs where we want to compare two sets of scores (i.e. two variables) the data obtained from the same group or when the sample participants measured more than significance. This procedure examined different results got from the same groups.

For this research, both type of t-tests (paired samples t-test and independent sample t-test) were used. In relation to this, Kothay (2004) stated that in case two samples are related, we use paired t-test (or what is known as difference test) for judging the significance of the mean difference between the two related samples. This means, the t-test results of the pre-tests and post-tests of the control and experimental groups students were compared in this way.

3.9 Ethical Considerations

It was the researcher's responsibility to protect the interest of its participants and to avoid unintended negative effects towards the participants both during and following the actual study. The researcher followed professional and moral obligation to meet ethical standards. To this end, the researcher informed to the participants about the intention of the study i.e., simply for academic purpose alone. In addition, he made in depth discussions about the benefit of the study with the stake holders. Before, the students' included in the study the researcher was talking with them about the advantage of this research in developing their writing skill and ask their willingness to participate in it. Moreover, during the training, he was given respect for sample students and the test results of both groups kept secret. Similarly, the researcher collected, analyzed, and interpreted data honestly based on the real information that obtained in the research process. The researcher attempted to join the ethical standards in carrying on the study.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

In this section, the data collected through testing (pretest and posttest), questionnaire and interview were presented, analyzed and interpreted. As has already been indicated in Chapter 3, a pre-test was given before the experiment to all students (in both experimental and control groups). After they were taught about 8 weeks, the experimental group students were made to involve in the training using Analysis Techniques of Model Paragraph (ATMP). Similarly, the control group students were taught the lesson on paragraph writing through conventional techniques which was commonly used to instruct the writing lesson as included in grade 11 textbook.

This chapter has three sections. The first section discusses the results of the pre-and the post-test. Secondly, the students' responses to the questionnaire designed to get information on students' attitude towards using analysis techniques of paragraph writing tasks and the problem they encountered during the experiment is presented. Thirdly, students' responses to the interview are discussed. As noted above, the average scores were taken for further statistical analysis. To this end, the average raw scores of the control and the experimental groups (pre-and post-tests) data were analyzed using the Statistical Package for Social Sciences (SPSS).

4.2 Groups' Writing Performance before and After the Intervention
4.2.1 Writing Performance before the Intervention

Before the implementation of the experiment, the researcher conducted the pre-test in order to investigate the equivalence of the paragraph writing skill among the participants sorted in experimental and control groups. The purpose of the pretest is to test the first hypothesis whether there is no any statistically significant difference in the mean values of the control and experimental groups before the intervention. The results of both the control and the experimental groups of the pre-test are presented using descriptive statistics concerning the mean scores, and

inferential statistics using independent sample t-test. The table underneath portrays the data on the descriptive and inferential statistics.

Table 4.1 Results of the control and experimental groups Participants in the Pre-test

Test	Control group			Experiment group			D/F	t-table	p-value	Insignificance
	N	Mean	S. D	N	Mean	S.D				
Pretest	47	20.34	1.91	45	19.5	3.34	90	1.4888	0.93	0.5104

Table 4.1 indicates the average scores of Aman Secondary High School eleventh grade Control and Experimental groups in pre-test. As shown above, the average pre-test scores of the control group of 47 and the Experimental group of 45 students are 20.34 and 19.5 respectively for the pre-test. The standard deviation of the control group and experimental group is computed as 1.91 and 3.34 consecutively for the pre-test. The table also reveals that there is not any statically significant difference between the mean scores of both groups before the intervention with the significance level of ≤ 0.05 as it can be seen a p-value to be 0.5104 which is greater than 0.05.

Hence, this result has proved that the participants of the experimental group and of the control group were equivalent before conducting the experiment. In addition, all the participants were homogeneous groups because the smaller the standard deviation, the closer the distribution is to be to the central point. Furthermore, all of them were studying in the eleventh grade and they were almost similar concerning their social and economic status. Therefore, there is no statically significant difference between mean scores in the pre-test scores between the control and experimental groups before the intervention. Therefore, the first null hypothesis which claimed that there was no difference between the two groups could be safely accepted.

4.2.2 Writing Performance after the Intervention

The writing performance of sample students had been computed in order to check whether there was no any statistically significance difference in the mean scores of control and experimental groups after the intervention. This is to say that after conducting the experiment, the researcher administrated a post-test to the students sorted in both groups in order to evaluate their English

writing performance. The results of the post-test of both groups, the control group and the experimental group, are tabulated below.

Table 4.2 Results of the control and experimental groups Participants in the Post-test

Test	Control group			Experiment group			D/F	t-table	p-value	Sig.
	N	Mean	S. D	N	Mean	S. D				
Post test	47	20.84	2.66	45	24.82	3.27	90	6.42	0.0000	0.000

Table 4.2 indicates that, the post-test mean score of the control group was 20.84 with a standard deviation of 2.66 and the mean score of the experimental group was 24.82 with a standard deviation of 3.27. The results indicated that the mean value obtained from the post-test was significantly higher than the mean value obtained from the pre-test in the experimental group. Therefore, the independent sample t-test reveals that the results of the experimental group in the post-test were better performed than the results of the control group. This difference is significant at the 0.05 level, the result p-value is 0.000 and its significance level is ($p < 0.05$). Therefore, there is statically significant difference between mean scores in the post-test scores between the control and experimental groups after the intervention. As a result, the second null hypothesis which claimed that there was no significant difference between the mean scores of the two groups could be safely rejected.

In short, the first hypothesis formulated for the experimental group based on the first research questions is summarized in the following table.

Table: 4.3 Results of the experimental group in the pre/post tests

Test	Experiment group			D/F	t-table	p-value	Significance
	N	Mean	S. D				
Pre-test	45	19.5	3.34	90	1.4888	0.93	Not significant
Post-test	45	24.82	3.27	90	6.42	0.0000	Significant

Table 4.3 reveals that there is a difference between the pre-test and the post-test score of the experimental group for the sake of those of the post test. The mean in the post test (M= 24.82) is

significantly higher than the pre-test mean (M= 19.5). Also, the standard deviation of the post-test of (3.27) is greater than that of the pre-test (3.34). Therefore, it can be inferred that there is significant difference between the performances of the experimental group on the pre and post tests for the sake of the post test. The difference between the mean existed as a result of the analysis techniques that the subjects were trained and exposed to during the experiment. Similarly, a paired sample t-test of the mean scores in the post test of the experimental and control groups were compared. Therefore, there is significant difference between mean value of the pre-test and post-test of the experimental group. Consequently, the third null hypothesis which claimed that there was no statically significant different between the mean value of the pre-test and post-test of experimental group could be rejected.

4.3 Effects of using ATMPs on Aspects/components of paragraph

The results of the mean score of the pre- and post-tests of the experimental groups of the five aspects/components of writing paragraph (content, organization, language use, vocabulary, and mechanics) are shown in the following table.

Table: 4.4 Mean scores of the five aspects of writing the experimental group's pretest and posttest

Aspect	Test	Mean	Std. deviation	D	Def.	T	Sig.
Content	Pre-	15.28	1.34	5	90	-13.78	0.000
	Post-	20.28	2.03				
Organization	Pre-	14.42	1.21	3.06	90	-8.88	0.000
	Post-	17.48	1.99				
Language use	Pre-	10.11	1.35	2.02	90	-6.21	0.000
	Post-	12.13	1.71				
Vocabulary	Pre-	5.33	0.79	0.82	90	-4.199	0.000
	Post-	6.15	1.04				
Mechanics	Pre-	5.31	0.82	1.4	90	-7.61	0.000
	Post-	6.71	0.92				

In the above table the paired-samples t-test shows that the mean and the standard deviation of the five aspects/components of paragraph writing performance in which the subjects of the experimental group were tested in the pre-test and post-test. The table also indicates the subject's improvement (i.e.' scores) in these aspects from the pre-test and the post-test. The 'D' scores show the difference between the mean of the pre-test and post-test of the subject in the five aspects of paragraph writing performance. The result shows that there was statically significance difference in the score of all the five aspects/ components of the writing skills between the pre-test and post-test of experimental group for the sake of the post -test and by looking to the t-value of those aspects, it become clear that the most improved aspects were organization and content respectively. Moreover, this analysis technique was given learners opportunity to improve other aspects of paragraph writing skills. Thus, the research question of this study has been answered.

4.4 Learners' Attitude towards Analysis Techniques of Model Paragraph

Students of experimental group were distributed to express their attitude towards the writing instruction headed by using Analysis Techniques of Model Paragraphs. As has been seen in the above data that show the results of independent and paired sample t-tests, the experimental group students have outperformed the control group students and shown significant improvement in their paragraph writing performance. The main objective of the student questionnaire was to find out students' attitude towards analysis techniques of paragraph writing in writing performance and the problems that the students might have encountered during the experiment. A twenty-three-item questionnaire was filled in by 45 students in the experimental group. Fourty three students filled in and returned the questionnaire and the data collected were analyzed. To see whether learners had positive attitude or not, a survey was made after the intervention. The table below displays the data collected from experimental students about their attitude towards ATMPs.

Table: 4.5 Frequency and Percentage Responses for Students' questionnaire

No.	Item	Strongly Agree		Agree		No Opinion		Disagree		Strongly Disagree	
		F.	%	F.	%	F.	%	F.	%	F.	%
1	I like to learn paragraph writing in English classes before the experiment.	35	81.3	6	14.1	-	-	2	4.6	1	2.3
2	There are adequate analysis techniques of paragraph writing tasks in Grade 9 and 10 textbooks.	2	4.6	3	6.9	-	-	4	9.3	34	79.1
3	When I were in Grade 9 and Grade 10, I had a chance to learn the analysis techniques of paragraph writing.	-	-	1	2.3	-	-	3	6.9	39	90.7
4	Paragraph writing item I learned in Grade 9 and Grade 10 help me to improve my writing skills.	2	4.6	4	9.3	-	-	6	14.1	31	72.1
5	The analysis techniques of paragraph writing tasks were more interesting than the exercises in our textbook.	36	83.7	5	11.6	-	-	2	4.6	-	-
6	Using analysis techniques of paragraph writing tasks help me to improve my paragraph writing ability.	33	76.7	7	16.3	-	-	3	6.9	-	-
7	During the experiment, I can analyze techniques of paragraph writing through selected paragraphs.	34	79.1	3	6.9	-	-	6	14.1	1	2.3
8	Using analysis techniques of paragraph writing with model paragraph support me to improve my paragraph writing ability.	34	79.1	8	18.6	-	-	1	2.3	-	-
9	Using analysis techniques of paragraph writing help me to improve idea organization.	25	58.1	12	28	1	2.3	3	6.9	2	4.6
10	Using analysis techniques of paragraph writing help me to enhance content selection.	31	72.1	7	16.3	2	4.6	2	4.6	1	2.3
11	Using analysis techniques of paragraph writing help me to maintain the flow of idea in	32	74.4	8	18.6	-	-	3	6.9	-	-

	aparagraph.									
12	Using analysis techniques of paragraph writing help me to develop language use.	23	53.5	14	32.5	2	4.6	3	6.9	1	2.3
13	Using analysis techniques of paragraph writing help me to enrich vocabulary ability.	22	51.2	7	16.3	-	-	2	4.6	2	4.6
14	Using analysis techniques of paragraph writing help me to enhance my mechanics ability.	28	65.1	9	20.9	1	2.3	1	2.3	2	4.6
15	Using analysis techniques of paragraph writing tasks help me in the academic and future carrier.	35	81.4	8	18.6	-	-	-	-	-	-
16	I enjoyed the analysis techniques of paragraph writing tasks very much when I learnt during the experiment	33	76.7	5	11.6	2	4.6	2	4.6	-	-
17	I feel I need many supplementary analysis techniques of paragraph tasks in writing.	37	86	6	14.1	-	-	-	-	-	-
18	Learning analysis techniques of paragraph writing is a wastage of time.	-	-	2	4.6	-	-	5	11.6	36	83.7
19	I did not like analysis techniques of paragraph tasks that I learnt during the experiment.	1	2.3	-	-	-	-	3	6.9	39	90.7
20	During the experiment, the analysis techniques of paragraph writing tasks were boring.	2	4.6	3	6.9	-	-	4	9.3	34	79.1
21	Using analysis techniques paragraph writing activities are difficult.	-	-	2	-	-	-	6	14.1	35	81.4
22	I encounter problems when I practiced the selected analysis techniques of paragraph writing items in the experiment.	-	-	5	11.6	-	-	6	14.1	32	74.4

The main objective of the student questionnaire was to find out students' attitude towards analysis techniques of paragraph writing in writing performance and the problems that the students might have encountered during the experiment. A twenty-three-item questionnaire was filled in by 45 students in the experimental group. Fourty three students filled in and returned the

questionnaire and the data collected were analyzed. The results and analysis of the questionnaire of the study presented below.

In Item 1, the students were asked if they liked to learn paragraph writing in English classes. As the students' responses in the above table show, almost most students agreed that they liked to learn paragraph writing. Thus, 81.3% and 4.6% of the respondents strongly agree and agree the remaining 2.3% and 4.6% students were disagree and strongly disagree consequently. This could clearly show that many students have a keen interest in learning paragraph writing in English classes which might result in improving their writing performance. Besides, the results indicate that paragraph writing seems to be the most important skill in English language learning from the students' point of view.

Item 2 was designed to find out if there are using analysis techniques of paragraph tasks in Grade 9 and 10 textbooks that could help the students improving their writing skills. As Table shows, 79.1% and 9.3% of the students were responded strongly disagree and agree, while the remaining 4.6% and 6.9% were strongly agree and agree respectively. This might imply that students need more using analysis techniques of paragraph tasks in their textbooks. It might also suggest that students are aware of the importance of using analysis techniques of paragraph in writing.

In Item 3, the students were asked whether they had the opportunity to use analysis techniques of paragraph tasks while they learnt in grade 9 and 10 in writing. As shown in the above table, significant number of students, i.e. 90.7% students said strongly disagree whereas, the remaining 2.3% students were agreed. From the above data, we can observe that most of the students did not get the chance to practice the analysis techniques of paragraph tasks they had learnt in their writing. This might create a negative impact on enhancing paragraph writing performance in students' writing.

 Grade 11 students were asked in Item 4 if the paragraph writing they had learnt in Grade 9 and 10 helped them to improve their writing skills. Most of the respondents i.e. 72% and 14.1% were strongly disagree and disagree while, 9.3% students were agreed. From the above data, it is possible to understand that although the students had learnt the paragraph writing tasks in their textbooks in lower grades, many do not seem to have benefited much from the lessons. This

means that the lessons they learned did not help them to improve their paragraph writing skills. Item 5 asked the students if using analysis techniques of paragraph writing tasks during the experiment were more interesting than the exercises which were presented in Grade 9 and10 textbooks. As can be noted from the above table, most of the students, i.e. 83.7% reported strongly agree and 11.6% agree whereas, the remaining 4.6% were disagree. This finding is supported by the students' responses in the interview. Most students stated that teaching analysis techniques of paragraph writing is a better way of learning paragraph writing in meaningful way. As noted in the chart students would be more motivated to learn analysis techniques of paragraph tasks if the items are presented in the textbook.

Item 6 asked the students whether using analysis techniques of paragraph is improved on their writing activities. As depicted in the above table the students responded 76.7% strongly agree, 16.3% agree and 6.9% disagree. This shows that most students are aware of improving their paragraph writing abilities by using analysis techniques of paragraph.

Item 7 was designed to find out whether they can analyze selected paragraphs through techniques of paragraph writing during the experiment. As table shows 79.1% and 6.9% of the students responded strongly agree and agree whereas, 14.1% and 2.3% were disagree and strongly disagree. The data reveal that analyzing model paragraph using analysis techniques of paragraph was helpful for improving students' paragraph writing performance during the experiment. Also, the students preferred identifying elements of selected paragraph to compose an effective paragraph.

In Items 8, 9, 10, 11, 12, 13, and 14 the students were asked using analysis techniques of paragraph writing tasks help them to enhance their paragraph writing component i.e. organization, content, coherence, language use, diction, and mechanics skills. In response to these items, more than half of the students responded 79.1%, 58.1%, 72.1%, 74.4%, 53.5%, 51.2%, and 65.1% strongly agree consecutively. From the above data, it can be noted that most of the students were improved paragraph components in using analysis techniques of paragraph writing tasks in writing.

Item 15 asked the students whether using analysis techniques of paragraph writing tasks are important for their current academic and future carrier. As depicted in the above table most of the students replied the analysis techniques which they were learned is important for their future academic and future carrier. Therefore, 81.4% of the students responded strongly agree. This shows that most students are aware of the importance of using analysis techniques of paragraph writing in their future life.

Item 16 was designed to find out if the students felt comfortable while practicing using analysis techniques of paragraph writing tasks so that, they could use analysis techniques of paragraph components later in their writing. As the students' responses in the above table show, over half of the respondents agreed that they felt comfortable while practicing using analysis techniques of paragraph writing tasks was being given. As a result, 76.7% and 11.6% were strongly agreed and disagree whereas, the remaining 4.6% were responded no opinion. From the interview results, one student reported that the experiment for the main study lasted for long time, but they needed more intensive study to feel comfortable to use analysis techniques of paragraph writing tasks they had learnt in their writing.

In Item 17, the students were asked if they wanted to have supplementary materials of using analysis techniques of paragraph writing activities in order to improve their writing skills. As is shown in the above table, 88% of the respondents strongly agree. This could imply that students need supplementary materials based on using analysis techniques of paragraph activities that help them to encouraging their paragraph writing learning.

In Items 18, 19, 20, and 21, the students were asked, if they have positive attitude towards learning using analysis techniques of paragraph writing. It is possible to state that almost all students had a positive attitude in using analysis techniques of paragraph writing tasks in practicing with model paragraph. Moreover, the interview results also revealed that the students really enjoyed using analysis techniques of paragraph writing tasks during the experiment. Moreover, during the interview students were confirmed that learning analysis techniques of paragraph developed their paragraph writing confidence.

In Item 22, the students were asked if they encountered any problems when they practiced using analysis techniques of paragraph writing in selected paragraph in the experiment. In response to this item, over half of the respondents, i.e. 74.4% of the students strongly disagree and 14.1% disagreed while, the remaining 11.6% said agree. This could clearly indicate that a significant number of the students do not encountered difficulties during the experiment. The last item required students to write general comments, regarding teaching of using analysis techniques of paragraph writing tasks in writing. Some of the students (13-15) reported that the paragraph writing found in lower grades and even in grade 11 are not included techniques of paragraph writing. Eight of the respondents suggested that they have now realized that using analysis techniques and writing have strong relationship and important to improve their writing performance. Two other students underscored the importance of learning paragraph writing using analysis techniques so that they would be able to improve their writing performance. The other students reported that English language teachers should prepare additional analysis techniques and writing exercises. They strongly agreed that they need an extra hour of learning and supplementary material other than the textbook to develop their paragraph writing skills. This is because their teachers are only guided by the textbooks and most secondary high school teachers think that their responsibility is only to cover the textbook, and therefore they do not give additional tasks and practices.

4.5 Result of Students' Interview

The main purpose of the students' interview was to investigate whether using paragraph analysis techniques improving students' writing performance and their attitude. The results of the interview helped the researcher to crosscheck the data obtained from the students' questionnaire. To this effect, out of 45 students, 6 students were randomly selected and interviewed from experiment group. The findings of the interview are presented in the following way.

Student interview served to find out students' attitude towards using analysis techniques of paragraph writing tasks in their writing performance. The students were asked if they had enjoyed using analysis techniques of paragraph tasks they had practiced in experimental classes. Almost all the students (6 of them) reported that they liked using analysis techniques of paragraph tasks and it develop their confidence to write a paragraph. Besides, two students said that using analysis techniques of paragraph tasks were not enough. They also stated that it had

better include more tasks. The remaining one student stated that now on wards I will be able to write a paragraph because I recognize the techniques should be included in the paragraph. The findings indicate that students are aware of the importance of using analysis techniques of paragraph writing in English language learning.

For the second question, the students were interviewed whether they feel more confident in using the analysis techniques of paragraph tasks they practiced in their paragraph writing. Most of the students said that they develop their confidence of paragraph writing while they conducted the experiment. However, three students pointed out that they would need more time to train and write an effective paragraph.

For the third question, over half of the interviewees said that they could see some improvements in their paragraph writing performance. Four students reported that doing analysis techniques tasks enhanced their awareness of writing paragraph in English because they had problems of writing skills when they were in Grade 9 and 10. Nevertheless, one of them indicated that he would need more practice in the analysis techniques tasks before he could see any tangible improvement in his writing.

For the fourth question, the integration of analysis techniques of paragraph writing tasks with model paragraph. Most students said that, the integration of analysis techniques paragraph tasks with selected paragraph serve them to identify the components of paragraph. Furthermore, it improved their discussing, analyzing, examining, and composing of their own paragraph writing skill to a great extent. So, they were criticizing, they did not expose for these opportunities in secondary high schools. This means in lower grades; students did not learn paragraph writing in relation with using analysis techniques with model paragraph.

For the fifth question, one student stated that the activities were a little bit difficult to them because they did not have exposure for such type of paragraph writing activities. Moreover, two students said that they needed additional support from their teachers in order to improve using analysis techniques in their writing performance. Two students stated that they did not have good background knowledge about paragraph writing. As a result, they found the activities were found

in the experiment important but, rather difficult. The remaining student suggested that they were apart from education due to covide-19 pandemic disease for long months.

The data analysis showed that there were no significant differences between the mean scores of the pre-test of the control group and the experimental group, but there were significant differences between the results of the post-test of the both groups. For the control group, there was no obvious difference between their results in the pre-test and the post-test whereas the results of the experimental group in the pre-test and the post-test were statistically significant.

CHAPTER FIVE

5.1 CONCLUSION, AND RECOMMENDATIONS

The main objective of this research project was to investigate whether using paragraph analysis techniques in writing could help students' paragraph writing performance and their attitude. In order to collect data for the study, three methods of data collection tools were used: pretest and post-test, a student questionnaire, and interview. This chapter has three sections: conclusions and recommendations. In the first section, the procedures used in this study and the major findings obtained were touched up on. In the second section, conclusions drawn from the study was presented. In the third section, recommendations will be given based on the findings and conclusions. Finally, implications of the study will be indicated.

5.2 Discussion

This study was set out to answer the question of the research which is "What is the effect of using analysis techniques of paragraph writing performance on the achievement of the subjects in the paragraph writing skills of the experimental group that studied via analysis techniques of paragraph and the control group that studied in the conventional techniques of paragraph instruction?" Therefore, this study investigated whether analysis techniques of paragraph writing could be used as an effective tool to improve English paragraph writing performance or not.

By comparing the mean scores of the control group and the experimental group in the pre-test and the post-test, the results revealed that there were statistically significant differences between the achievements of the both groups due to the analysis techniques of paragraph. Before conducting the experiment, the scores of all participants in the pre-test were almost similar. The result of the mean score pre-test of the control group was 20.34 and the mean score of the experimental group was 19.5. After conducting the experiment, it was clear that the achievement of the experimental group, which was taught according to the analysis techniques of paragraph writing, was better than the achievement of the control group, which was taught according to the conventional techniques of paragraph writing instruction in which the mean score of the control group was 20.84 whereas the mean score of the experimental group was 24.82.This was clear

evidence that analysis techniques of paragraph affected in the students' paragraph writing proficiency positively.

Therefore, the hypothesis of this study was accepted.

This result supports the value of using analysis techniques of paragraph writing, in which this kind of writing paragraph has proved its effectiveness on enhancing writing performance. Analysis techniques of paragraph writing give learners various opportunities to build their paragraph writing skill, and to be more self-confident and responsible for their learning process. It was clear that the participants of the experimental group noticed their mistakes and tried to correct each other too. Therefore, this led them to build their own knowledge with minimum help given by the researcher. Furthermore, their sense of responsibility for their learning process was obviously increased in which they were serious and ready when the researcher asked them to discuss, analyze and write on the given topics.

Obviously, the students of the experimental group got benefits from using analysis techniques of paragraph writing to develop their writing skills in which they were able to organize ideas, choose content, easily learn some new vocabulary, to correct ungrammatical sentences and to enhance to spell and punctuate correctly. This is attributed to the platform used in this study which is accessed with some amount of writing activities. In contrast, the conventional technique is not efficient in enhancing the paragraph writing skill. Thus, educators should shift from using the conventional methods to integrating using analysis techniques of paragraph writing into the teaching and learning processes. Particularly, using analysis techniques of paragraph writing that attracts learners makes them enjoy learning and leads them to be happy and excited.

By comparing the mean scores of the both groups, the effect of using analysis techniques of paragraph on the participants' writing achievement was clear. The mean score of the control group revealed that there was little progress, but it did not have any statistical significance difference between the scores of the pre-test and the post-test. This means that the control group that was instructed by the conventional instruction techniques got little progress in their writing proficiency compared to the experimental group.

Furthermore, using analysis techniques of paragraph writing contributed to creating a collaborative educational atmosphere in which none of the participants felt angry, offended or insulted when their mistakes were corrected by their classmates. The participants had a facility that gave them several opportunities for self-learning that made them independent on the teacher. Finally, it can be concluded that EFL learners' paragraph writing performance can be improved a lot through using analysis techniques of paragraph writing compared with the conventional techniques used by EFL teachers. Those learners will be able to write paragraph in English language more properly and effectively, especially in this age where the main goal of learning English language in secondary high school, particularly, is to prepare them to be effective and efficient in writing.

5.3 Conclusion

This study investigated the effect of using analysis techniques of paragraph writing on enhancing EFL learners writing performance in English Language in Aman secondary high school in focus. It shed a light on how using analysis techniques of paragraph could enhance the writing skill. In the light of this study, it was a clear indicator that using analysis techniques of paragraph writing were very effective in which there were obvious differences in the results of the participants in the pre-test and the post-tests. It was clear that using analysis techniques of paragraph improved the writing skills of the participants of the experimental group in which the experimental group achieved *better* results in the post-test than the control group. Using analysis techniques of paragraph helped many of the participants to be more Met cognitively aware of their English writing process. Thus, the results of this study showed that analysis techniques could be utilized as a service for improving the paragraph writing skill in the class room.

In order to find out students' attitude towards using analysis techniques of paragraph writing, and the problems that the students encountered during the experiment, 43 students were asked to fill in the questionnaire meant for this purpose. The data revealed that most students (76.7%) enjoyed the tasks practiced during the experiment. This means students had a positive attitude towards using analysis techniques of paragraph writing. This finding is supplemented by interview with students. Regarding the problem's students faced in the experiment, a significant number of respondents reported that the activities were not familiar to them as they did not get any opportunity to practice using analysis techniques of paragraph in relation to writing in lower

grades. They also stated that shortage of time was constrained to their learning. Furthermore, six students were in the main study and the findings of the student's interviews substantiated the responses of the students to the questionnaire.

Finally, as can be seen from the independent sample T-test, it has been found out that the teaching material prepared for the experimental groups revealed that using analysis techniques of paragraph writing was helped students to achieve their writing performance. This finding is also supported by the students' responses of questionnaire and interview. Most of the students emphasized that after the experiment, they had seen some improvements in their compositions of paragraph. Thus, based on the results of the analysis of the pre-and post-tests, the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was proved valid.

5.4 Recommendations
Based on the findings of this research, the following recommendations are made:

I.   Paragraph writing tasks should be integrated and presented with using paragraph analysis techniques so that students could be involved in meaningful and purposeful activities.

II.   In the present study, using paragraph analysis techniques in writing activities are integrated with writing tasks and, as a result, they are found to be essential in enhancing students' writing performance and their attitude. Therefore, using paragraph analysis techniques activities should be integrated with paragraph writing skills in the English syllabus in Ethiopia, particularly at the high school and tertiary levels.

III.   Secondary high school English teachers have an important role to play in developing students' paragraph writing abilities and their attitude. Thus, teachers in secondary high schools should be given different seminars and workshops on current ELT approaches and theories in order to upgrade their knowledge and skills in English language teaching.

IV.   Based on the findings of the study, the researcher strongly recommends integration of using analysis techniques of paragraph writing not only for Grade 11 English

textbooks but also in the English syllabus of the Ethiopian junior and secondary high schools in general.

V.   Further studies should be carried out on using analysis techniques of paragraph writing to enhance the students' paragraph writing skill.

Based on the findings of this study, the researcher recommends that EFL instructors can integrate using analysis techniques of paragraph writing in their teaching learning process because it has been proved that using paragraph analysis techniques of writing can be considered as a sufficient educational tool which helps in facilitating effective written communication among people in which this leads them to practice their writing skills freely. Besides, Ministry of Education is recommended to provide the secondary high school to facilitate integrating using paragraph analysis techniques of writing into the teaching learning process of TEFL.

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APPENDICES

APPENDIX-A
Intervention Material for the Experimental Group

Analysis Techniques of Paragraph Writing Tasks for Grade 11

Subject: English

1.1 Introducing the Analysis Techniques

Learning Outcome

Learners will be able to:

- ❖ Identify the ten criteria of analyzing a paragraph
- ❖ Clarify what title, topic and supporting detail mean
- ❖ Enumerate the cohesive devices used to develop a paragraph
- ❖ Telling the sub-types of paragraph
- ❖ Explain the methods of paragraph development
- ❖ Describe the techniques of ordering ideas in a paragraph

Duration-40 minutes per a day

This lesson will be given for fourteen consecutive periods.

Criteria

There are ten criteria of analyzing (mapping) a paragraph. These are:

1. *Identifying the Possible Title of the Paragraph*

2. *Identifying the Topic (message) of the Paragraph*

3. *Identifying the Topic Sentence*

4. *Enumerating Supporting Details*

5. *Identifying Concluding Sentence*

6. *Listing Cohesive Devices*

7. *Selecting Irrelevant Sentences*

<u>Lesson: 1</u>

First read the following explanation of the above criteria. Then, discuss it with your colleague.

1. What is a Title?

A title is the name given to the paragraph. The title is a general term so that it would be explained in various ways. Do not forget that a paragraph does not always have a title because it is a part of an essay.

2. What is a Topic?

Topic is the main idea or message of a paragraph. It is found in the topic sentence. If there is not topic sentence, readers can drive the topic from the paragraph.

3. Topic Sentence

A sentence which carries the topic or message the paragraph is mostly found as first sentence in academic paragraph. It is not too general or too narrow. It is a sentence that is going to be discussed in a paragraph. When you analyze the paragraph, copy the topic sentence as it is. To identify it first underline in the paragraph.

4. What are supported details? How are they put in the analyzing part of the paragraph?

Supporting details are the main ideas or message of each supporting sentences of a paragraph. Supporting sentences are sentences which are except the topic and concluding sentences. Thy function in the paragraph to support the idea or the massage found in the topic sentence.

Supporting details are presented in short note forms. When you make details or notes, follow the following techniques:

a) use only content words – such as noun, adjectives, adverbs and verbs

b) Don't use function words such as articles, pronouns, and repeated content words.

c) Use symbols and numbers instead of extended forms

d) Make your note as brief as possible.

e) e) Use abbreviation (personal or common) accordingly.

5. Concluding sentence

A sentence that is used to summarize the message of the paragraph is called concluding sentence. Just like a topic sentence, they are taken from the paragraph as they are and copied in the analysis sheet as it is.

6. Irrelevant Sentences

Irrelevant sentences are those sentences that do not have the same idea with the topic sentence. They disrupt the flow of the idea in the paragraph. They should be selected and copied as they are in the space provided in the analysis sheet.

7. Cohesive Devices

Cohesive devices are words or phrases that create coherence in the paragraph. There are three kinds of cohesive devices. These are conjunctions, pronouns and transitional expressions.

i) Conjunctions - are words that create glue or connection among words, ideas, clauses and phrases. They can be coordinative conjunction (and/or/but/for/yet/nor/so), subordinate conjunctions (as/as if/as though/when/while/after/before/since/where/wherever/if/because/ so that/in order that/who/whom/whose, etc., and correlative conjunctions (Either … or/ both … and/neither … nor/ not only …. but also).

ii) Pronouns – he/him/his/she/her/hers/we/us/ours/they/them/theirs/I/me/mine/you/you/yours /it/its.

iii) Transitional expressions: Therefore/furthermore/as a result/ for this reason/consequently/ whatever/however/nevertheless/nonetheless/ in addition/ moreover/for example/ as a matter of fact/ on the one hand/ contrary to this, etc.

8. Types of paragraph

Paragraph types are four. These are Narrative, Descriptive, and Explanatory and Argumentative ones:

a) Narrative paragraphs – narrate or tell a story in a chronological order.
b) Descriptive paragraph – describe the physical of ideal features of things, place or people to create vivid picture in the mind
c) Explanatory Paragraph – explains the facts or statistical data to show the actual features of the object, people, place, etc.
d) Argumentative paragraph – presents debatable issues in order to persuade the readers on the issues raised.

9. Methods of paragraph development

There are ten methods of paragraph development. These are:

1. Narration   6. Classification
2. Description   7. Cause and effect
3. Process   8. Compare and contrast
4. Definition   9. Analogy
5. Exemplification   10. Identification

10. Techniques of arranging/ordering ideas in a paragraph

There are six techniques of ordering ideas in a paragraph. These are:

1. Chronological   4. Order of importance
2. Spatial   5. Climatic order
3. Categorical   6. Listing/enumerating

Lesson 2

practical task

1. Read the following model paragraph carefully.

Animals can mainly be classified into two types. These are vertebrates and invertebrates, Vertebrates are animals which have backbone, whereas invertebrates and animals which do both have

backbones. Plants are living things which can grow and breathe but note move. Most of mammals and reptiles are vertebrate animals. However, insects and anthropoids are sorted as invertebrate animals. Many children are afraid of big animals. In general, animals are mainly sorted as vertebrate and invertebrates' ones.

2. Analyze the above model paragraph based on the above criteria.

i) Title: ***The possible title of the above paragraph is "Animals".***

ii) Topic: ***The paragraph is about "Main Classification of Animals".***

iii) Topic Sentence

   Animal can mainly be classified into two.

iv) Supporting Details

   a) Vertebrates – animals with backbone – example - mammals and reptiles

   b) Invertebrates – animals without backbone – e.g. insects and anthropoids

v) Concluding Sentence

   In general, animals are mainly sorted as vertebrate and invertebrates ones.

vi) Irrelevant Sentences

   a) Plants are living things which can grow and breath but note move.

   b) Many children are afraid of big animals.

vii) Cohesive Devices

   a) Pronouns – ***These, which***

   b) Conjunction – ***and, whereas, but***

   c) Transitional expressions – ***however, in general***

viii) Types of Paragraph: ***Expository Paragraph***

ix) Methods of paragraph Development: ***Classification***

x) Techniques of Ordering Ideas: __Categorical__

LESSON-3

I. Pre-writing

Activity: 1 Discuss with your partner and answer the following questions.

1. What do you think about a paragraph is?
2. What do you know about a topic sentence is?
3. What do you know about supporting sentences are?
4. What do you think about concluding sentence is?

II. While writing

Activity: 2 Read the paragraph below in pair and identify the topic sentence, supporting sentences, and concluding sentence.

1. Title: My hometown

My hometown is famous for several amazing natural features. First, it is noted for the Babogaya Lake, which is very wide and beautiful. Also, on the other side of the town is Goru Hill, which is unusual because it is very steep. The third amazing feature is the Big Old Tree. This tree stands two hundred feet tall and is probably about six hundred years old. These three landmarks are truly amazing and make my hometown a famous place.

III. Post writing

Activity: 3 based on the above components of paragraph write your own paragraph about your home village or town at least 150-200 words.

LESSON-4

Task- One

I. Pre-writing

Activity: 1 Discuss with your partner and answer the following questions.

1. What do you think about a paragraph unity?

2. What do you know about the irrelevant sentences in a paragraph?

II. While writing

Activity: 2 Read through the following tasks and cross out the sentences that do not

Support the topic sentence/irrelevant sentence/.

1. **Topic sentences**: Different people spend their free time different ways.

A. Some people like to read.
B. The price of movies has increased recently.
C. Many people enjoy sports.
D. A lot of people spend their free time going to movies.
E. Some people prefer to listen to music.

2. **Topic sentences:** I am an organize person.

A. My desk is always neat and tidy.
B. I have a system for organizing my papers, and I can always find what I need.
C. I feel comfortable when I am in a stranger environment.
D. My friends always want me to help them put their closets in order.

3. **Topic sentences:** It is easy to get sports injuries.

A. Many people enjoy sports.
B. Runners often have problems with their ankles and knees.
C. Basketball players can break fingers or get knocked over by another players.
D. Many people make the simple mistake of joining a gym, and then they never go there to exercise.

4. **Topic sentences:** We should take care of trees for they are valuable resources.

A. The roots of trees help to prevent soil erosion.
B. Trees provide oxygen for all animals to breathe.
C. There are many different sizes and shapes of trees and their leaves.
D. Many trees provide fruits and nuts for people and animals to eat.

Task- Two

I. Pre-writing

Activity: 1 Discuss with your partner and answer the following questions.

3. What do you think about a paragraph unity?
4. What do you know about the function of linking words and phrases in a paragraph?

II. While writing

Activity: 2 Read the paragraph below in groups and identify the transitional /linking/ words.

3. Title: The Apollo 11 space mission

On July 16, 1969, the Apollo 11 spacecraft launched from the Kennedy Space Center in Florida. Its mission was to go where no human being had gone before—the moon! The crew consisted of Neil Armstrong, Michael Collins, and Buzz Aldrin. The spacecraft landed on the moon in the Sea of Tranquility, a basaltic flood plain, on July 20, 1969. The moonwalk took place the following day. On July 21, 1969, at precisely 10:56 EDT, Commander Neil Armstrong emerged from the Lunar Module and took his famous first step onto the moon's surface. He declared, "That's one small step for man, one giant leap for mankind." It was a monumental moment in human history!

III. Post writing

Activity: 3 based on the above elements of paragraph produce your own paragraph

LESSON-5

Task-One

I. Pre-writing

Activity: 1 Discuss with your partner and answer the following questions.

1. What do you know about the linking words and phrases?
2. Can you name linking words and phrases?

II. While writing

Activity: 2 Read the paragraph below in pair and identify the time and space order of the paragraph.

3. Title: Canada

There are three reasons why Canada is one of the best countries in the world. First, Canada has an excellent health care system. All Canadians have access to medical services at a reasonable price. Second, Canada has a high standard of education. Students are taught by well-trained teachers and are encouraged to continue studying at university. Finally, Canada's cities are clean and efficiently managed. Canadian cities have many parks and lots of space for people to live. As a result, Canada is a desirable place to live.

III. Post writing

Activity: 3 based on the above elements of paragraph write your own paragraph

LESSON-6

Task: One

I. Pre-writing

Activity: 1 Discuss with your partner and answer the following questions.

1. What do you know about types of a paragraph?
2. Can you name a type of a paragraph?

II. While writing

Activity: 2 Read the paragraph below in groups and discuss about types paragraph.

4. Title: Abortion should be legal

Abortion is a choice that should be decided by everyone, argues the pro-choice activist. Abortion is not murder since the fetus is not yet fully human, therefore, it is not in defiance against God. Regardless of the reason for the abortion, it should be the woman's choice because it is her body. While adoption is an option some women chose, many women do not want to suffer the physical and emotional trauma of pregnancy and labor only to give up a child. Therefore, laws should remain in effect that protects a woman's right to choose.

III. Post writing

Activity: 3 based on persuasive mode of paragraph writing compose your own paragraph

Task: Two

Read and discuss with your partner the following paragraph samples, choose the correct type of paragraph.

1. You have written an article on "How to Find the Best Deals While Shopping Online." What type of writing is it?

A. Exposition   B. Description   C. Narrative   D. Argumentation

2. You wake up one morning and are feeling blue. You write a poem to convey a sense of your glumness. What type of writing is it?

A. Description   B. Exposition   C. Narrative   D. Argumentation

3. You have just finished writing the great American novel. What type of writing is it?

A. Narrative   B. Exposition   C. Descriptive   D. Argumentation

4. You read a news story on the front page of the paper about an earthquake in another country. It gives the facts about where, when, who, what and how. What type of writing is it?

A. Exposition   B. Narrative   C. Descriptive   D. Argumentation

5. You read an article in the paper about some questionable practices at the company for which you work. You disagree with the article and write a letter to the editor of the paper with your opposing viewpoint. What type of writing is it?

A. Argumentation   B. Narrative   C. Descriptive   D. Exposition

6. You have lived an interesting life so far, so you write your autobiography. What type of writing is it?

A. Narrative   B. Argumentation   C. Descriptive   D. Exposition

7. You go on a hiking trip across Europe. Throughout your journey, you keep a journal in which you describe the scenes, people, buildings, plants, animals and everything else you encounter. What type of writing is it?

A. Description   B. Argumentation   C. Narrative   D. Exposition

8. You have just been hired as the restaurant critic for your local newspaper. For your first assignment, you visit a new restaurant and discover what you consider to be the best seafood in the area. You write a critique telling the readers to check out this new restaurant. What type of writing is it?

A. Argumentation   B. Narrative   C. Descriptive   D. Exposition

9. You have a big exam for world history on Friday. You realize you haven't done any of the reading assignments. You spend all night reading several chapters from the textbook. What kind of writing is in your textbook?

A. Exposition   B. Argumentation   C. Descriptive   Narrative

10. You write a personal experience article about being trapped on Mount Everest for five days and how you survived. You send the article to a magazine to see if they will accept it for publication. What type of writing is it?

A. Narrative   B. Argumentation   C. Descriptive   D. Exposition

Source:

Alice Savage & Masuod Shafiei (2007). Effective Academic Writing. New York: Oxford

     University Press.

Harvey, Michael (2003). The Nuts and Bolts of College Writing. Indianapolis. Hackett. Print.

 -----------(   ). Teaching Basic Writing Skill. ENLa 202. Jimma University.

https://www.myenglishpages.com/site_php_files/writing-linking-words.php
https://www.funtrivia.com/submitquiz.cfm

Jimma University

College of Social Sciences and Humanities

Department of English

Code _____ 　　　　　　**Time allowed: <u>40 minutes</u>**

Instruction: Write a paragraph which has at least five or at most ten sentences about "The Impact of COVID 19 on your Education". The points that are going to be checked are eligible handwriting, format of the paragraph, spelling, correct capitalization, proper use of punctuation, organization, content, coherence, error free sentences, and diction.

Impact of COVID 19 on my Education

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APPENDIX- C
Posttest

Jimma University

College of Social Sciences and Humanities

Department of English Language and Literature

Code _____   **Time allowed: <u>40 minutes</u>**

Instruction: Write a paragraph which has at least five or at most ten sentences about "The Impact of COVID 19 on your Education". The points that are going to be checked are eligible handwriting, format of the paragraph, spelling, correct capitalization, proper use of punctuation, organization, content, coherence, error free sentences, and diction.

Impact of COVID 19 on my Education

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APPENDIX- D

Analytic scoring sheet for students' composition

(Extracted from Hall, 2000)

Composition Topic: ---------------------------------

Scoring Rubric

Student's Name:			Date:		
	Exemplary 4	**Accomplished 3**	**Developing 2**	**Beginning 1**	**score**
Content/Ideas	There is one clear, well focused topic. Main idea stands out and it supported by detailed information.	Main idea is clear, but the supporting idea is general.	Main idea is somewhat clear, but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.	10%
Organization	Writing includes a strong, topic, beginning, middle, and end with clear transitions and a focused closure.	Writing includes a strong topic, beginning, middle, and end with some transitions and good closure.	Uses correct writing format. Incorporates a coherent closure.	Writing is confused, and loosely organized. Transitions are weak and closure is inefficient.	10%
Language use	No error in agreement, number, tense	Few errors in agreement, number, tense	Some error in agreement, number, tense	Many error in agreement, number, tense	70%
Vocabulary	No appropriate word choice error	Few appropriate words choice error	Some appropriate word choice error	Many appropriate words choice error	60%
Mechanics	No spelling and punctuation error.	Few spelling and punctuation error.	Some spelling and punctuation error.	Many spelling and punctuation error.	70%
Total score					40%

Student Questionnaire

Jimma University

Collage of Social Sciences and Humanities

Department of English Language and Literature

Dear student,

This questionnaire is designed to investigate the effect of using analysis techniques of model paragraph writing on EFL learners' paragraph writing performance in the teaching of English as a foreign language (EFL). It is one of the instruments which the researcher uses to gather the necessary data for his MA Thesis in the teaching of English as a foreign language (TEFL). Thus, I kindly request you to give the required information provided. Your contribution is highly important for the success of this study. The researcher would like to assure you that all the responses you give will be kept confidential and used only for the research purpose. As a further assurance, you don't need to write your name.

Thank you in advance for your co-operation.

The researcher

Direction: Please read each statement in this section and decide whether you agree or disagree with the statement by putting a tick (√) mark against your choice. For this questionnaire, the following five responses are prepared:

Strongly Agree (SA) = 5   **Agree (A) =4**   **Undecided (U) =3**

Disagree(D) =2 and   **Strongly Disagree (SD) =1**

.

No	Item	1	2	3	4	5
1	I like to learn paragraph writing in English classes before the experiment.					
2	There are adequate analysis techniques of paragraph writing tasks in Grade 9 and 10 textbooks.					
3	When I were in Grade 9 and Grade 10, I had a chance to learn the analysis techniques of paragraph writing.					
4	Paragraph writing item I learned in Grade 9 and Grade 10 help me to improve my writing skills.					
5	The analysis techniques of paragraph writing tasks were more interesting than the exercises in our textbook.					
6	Using analysis techniques of paragraph writing tasks help me to improve my paragraph writing ability.					
7	During the experiment, I can analyze techniques of paragraph writing through selected paragraphs.					
8	Using analysis techniques of paragraph writing with model paragraph support me to improve my paragraph writing ability.					
9	Using analysis techniques of paragraph writing help me to improve idea organization.					
10	Using analysis techniques of paragraph writing help me to enhance content selection.					
11	Using analysis techniques of paragraph writing help me to maintain the flow of idea in a paragraph.					
12	Using analysis techniques of paragraph writing help me to develop language items.					
13	Using analysis techniques of paragraph writing help me to enrich vocabulary ability.					

14	Using analysis techniques of paragraph writing help me to enhance my mechanics ability.					
15	Using analysis techniques of paragraph writing tasks help me in the academic and future carrier.					
16	I enjoyed the analysis techniques of paragraph writing tasks very much when I learnt during the experiment					
17	I feel I need many supplementary analysis techniques of paragraph tasks in writing.					
18	Learning analysis techniques of paragraph writing is a wastage of time.					
19	I did not like analysis techniques of paragraph tasks that I learnt during the experiment.					
20	During the experiment, the analysis techniques of paragraph writing tasks were boring.					
21	Using analysis techniques paragraph writing activities are difficult.					
22	I encounter problems when I practiced the selected analysis techniques of paragraph writing items in the experiment.					

23) Any comments you may have on the teaching learning of using analysis techniques of paragraph writing, please state.

_____

_____

_____

APPENDIX- F

በተማሪዎች የሚሞላ መጠይቅ

የጅማ ዩኒቨርስቲ የሶሻል ሳይንስና ሂውማንቲ ኮሌጅ

የእንግሊዝኛ ቋንቋና ስነ ጽሑፍ ትምህርት ክፍል

ውድ ተማሪዎች:

የዚህ መጠይቅ ዓላማ የአንቀጽ ትንታኔ ቴክኒኮች በሞዴል አንቀጽ ላይ በመጠቀም የአንቀጽ አጻጻፍ ክህሎትን በእንግሊዝኛ ቋንቋ ትምህርት የመማር ማስተማር ሂደት ላይ የሚኖረውን ተጽዕኖ ማጥናት ነው። ይህ የመረጃ መሰብሰቢያ ቅጽ እንግሊዝኛን እንደ ውጭ ቋንቋ ለማስተማር የሚረዱ አስፈላጊ መረጃዎችን ለመሰብሰብ የሚረዳ ነው።

ውድ ተማሪ:- የዚህ ጥናት አስተማማኝነት የሚወሰነው አንተ/አንቺ ለእያንዳንዱ ጥያቄ በምትሰጠው/ስጪው ትክክለኛ ምላሽ ላይ በመሆኑ መመሪያውን በጥሞና በማንበብ ለጥያቄዎቹ ትክክለኛ መልስ በመስጠት የበኩልህን/ሽን አስተዋጽኦ እንድታበረክት/ቺ በትህትና እጠይቃለሁ።ለመጠይቁ የምትሰጠው/ጪው ምላሽ በሚስጥር ተጠብቆ ለጥናቱ አላማ ብቻ የሚውል በመሆኑ በመጠይቁ በየትኛውም ቦታ ላይ ስም መጻፍ አያስፈልግም።

ለምታደርጉልኝ ቀና ትብብር ከወዲሁ አመሰግናለሁ።

መመሪያ:- የሚከተሉትን ጥያቄዎች በጥንቃቄ በማንበብ መስማማትህን/ሽን ወይም አለመስማማትህን/ሽን ለመግለጽ ከተሰጡት አማራጮች አንዱን በጥያቄዎቹ ትይዩ ባሉት ሳጥኖች ውስጥ የ (√) ምልክት በማድረግ ምረጥ/ጪ።

ለመጠይቁ የተሰጡ አማራጮች:

1= በጣም እስማማለው (5)   4 = አልስማማም (2)

2 = እስማማለው   (4)   5 = በጣም አልስማማም (1) ናቸው።

3 = አልወሰንኩም (3)

ተ.ቁ.	ጥያቄዎች	አማራጮች				
		5	4	3	2	1
1						
2	በ9ኛ እና በ10ኛ ክፍል መጽሐፍት ላይ የተሟላ የአንቀጽ አጻጻፍ ቴክኒኮች አሉ።					
3	9ኛ እና 10ኛ ክፍል በነበርኩበት ጊዜ ስለ አንቀጽ አጻጻፍ ቴክኒኮች የመማር ዕድል አጋጥሞኝ ነበር፤					
4	ከዚህ በፊት 9ኛ እና 10ኛ ክፍል የተማርኩት የአንቀጽ አጻጻፍ የጽሑፍ ችሎታየን እንዳሻሽል ረድቶኛል።					

5	አሁን በመፅሐፉ የተማርኩት የአንቀጽ አጻጻፍ ቴክኒክ ተግባራት በመማሪያ መጽሐፍቱ ውስጥ ካሉት መቅራዎች የተሻለ አስደሳች ነው።					
6	አሁን በመፅሐፉ የተማርኩት የአንቀጽ አጻጻፍ ቴክኒክ የአንቀጽ አጻጻፍ ችሎታዬን አሻሽሎልኛል።					
7	የአጻጻፍ ቴክኒኮችን በሞዴል አንቀጾች አማካኝነት በመተንተን መማሬ የጽሑፍ ክህሎቴን አዳብሮልኛል።					
8	የአንቀጽ አጻጻፍ ቴክኒክን በአንቀጽ መጠቀም ሀሳቤን አደራጅቶ የመጻሐፌ ችሎታዬን አሻሽሎልኛል።					
9	የአንቀጽ አጻጻፍ ቴክኒክን በአንቀጽ መጠቀም ይዘት የመምረጥ ክህሎቴን አዳብሮልኛል።					
10	የአንቀጽ አጻጻፍ ቴክኒክን በአንቀጽ መጠቀም በአንቀጽ ውስጥ ያለውን የሀሳብ ፍሰት ለመጠበቅ ረድቶኛል።					
11	የአንቀጽ አጻጻፍ ቴክኒክን በአንቀጽ መጠቀም የአንቀጽ አንድነትን ለመጠበቅ አግዞኛል።					
12	የአንቀጽ አጻጻፍ ቴክኒክ በአንቀጽ መጠቀሜ የቋንቋውን ሰዋሰው አገባብ እንዳሻሽል አድርጎኛል።					
13	የአንቀጽ አጻጻፍ ቴክኒክን በአንቀጽ መማሬ የቃላት አጠቃቀም ችሎታዬን አሻሽሎልኛል።					
14	የአንቀጽ አጻጻፍ ቴክኒክን በአንቀጽ መማሬ የቋንቋውን ስርዓተ ነጥቦች አገባብ እንድረዳ አግዞኛል።					
15	የአንቀጽ አጻጻፍ ቴክኒክ በአንቀጽ መጠቀሜ ለአዕምሮ ለቀጣይ ትምህርቴ እገዛ ያደርግልኛል።					
16	በዚህ የመፅ ወቅት የአንቀጽ አጻጻፍ ቴክኒክ ተግባራትን ስማር ምቾት ተሰምቶኛል።					
17	ስለአንቀጽ አጻጻፍ ቴክኒክ ከዚህ የበለጠ ተጨማሪ ትምህርት ባገኝ ደስተኛ ነኝ።					
18	የአንቀጽ አጻጻፍ ቴክኒክ መማር ጊዜ ማባከን ነው።					
19	በዚህ የመፅ ወቅት የተማርኩት የአንቀጽ አጻጻፍ ቴክኒኮችን አልወደድኳቸም።					
20	በአንቀጽ አጻጻፍ ቴክኒክ ውስጥ የሚገኙ መቅራዎች ከባድ ናቸው።					
21	በአንቀጽ አጻጻፍ ቴክኒክ ውስጥ የሚገኙ መቅራዎች አሰልቺ ናቸው።					
22	በዚህ የመፅ ወቅት ስለአንቀጽ አጻጻፍ ቴክኒክ በሞዴል አንቀጾች በምማርበት ጊዜ ተግዳሮት/ችግር/ ገጥሞኝ ነበር።					

23.   በአንቀጽ አጻጻፍ ቴክኒኮች በበረው የመማር ማስተማር ሂደት ላይተጨማሪ አስተያየት ካለ ይግለጹ::--

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APPENDIX- G
Experimental Group Student Interview Questions

1) Did you enjoy using analysis techniques of model paragraph tasks you practiced during the experiment?

2) Do you feel that you got ample opportunity to use the selected analysis techniques of paragraph writing in the experiment? Do you now feel more confident in using the analysis techniques tasks you practiced in your writing?

3) Did using the analysis techniques of paragraph tasks help you to improve your writing performance?

4) Do you think that the integration of using analysis techniques of paragraph writing with model paragraph helped you to improve your writing?

5) Did you encounter any problems when you practiced the selected analysis techniques of paragraph tasks in the experiment? If yes, what problems did you face when you practiced the selected analysis techniques of paragraph items in the experiment? How did you cope with the problems?

APPENDIX- H
የተማሪዎች ቃለ መጠይቅ

ጤና ይስጥልኝ ----------------------እባላለሁ። የመጣሁት ከጅማ ዩኒቨርስቲ የሶሻል ሳይንስና ሂውማንቲ ኮሌጅ የእንግሊዝኛ ቋንቋና ስነ ጽሑፍ ትምህርት ክፍል ነዉ። የመጣሁትም ተማሪዎች ስለ የአንቀጽ ትንታኔ ቴክኒክ በሞዴል አንቀጽ በመጠቀም የአንቀጽ አጻጻፍ ችሎታቸውን ማዳበር እንደሚችሉ ያላችውን ግንዛቤ መረጃ ለመሰብሰብ ነው።

በቃለ መጠይቁ ለመሳተፍ ፍቃደኛ በመሆንህ/ሽ በቅድሚያ ላመሰግንህ/ሽ እወዳለሁ።የምትሰጠኝ/ጭኝ ትክክለኛ ምላሽ ወይም አስተያየት ለጥናቴ ከፍተኛ አስተዋጽኦ ስላለው ሚዛናዊ ምላሽ/አስተያየት እንድትሰጠኝ/ጭኝ በትህትና እጠይቃለሁ። የምትሰጠኝ/ጭኝ አስተያየት/ምላሽ በሚስጥር ተጠብቆ ለጥናቴ ውጤት ብቻ የሚውል መሆኑን እየገለጽኩ ውድ ጊዜህን/ሽን ሰውተህ/ሽ ለቃለ መጠይቁ ስለተባበርከኝ/ሽኝ በድጋሜ ከልብ አመሰግናለሁ።

1. የአንቀጽ አጻጻፍ ቴክኒኮችን በመጠቀም አንቀጽ መጻፍን እንዴት ተረዳህው/ሽው።

2. በዚህ የሙከራ ወቅት የአንቀጽ ትንታኔ ቴክኒኮችን በሞዴል አንቀጽ በመጠቀም አንቀጽ መጻፍን የተማርከው/ሽው ትምህርት አስደስቶሃል/ሻል።

3. በዚህ የሙከራ ወቅት ስለአንቀጽ አጻጻፍ ቴክኒኮች ብዙ ዕድሎች አግኝተሃል/ሻ።የአንቀጽ አጻጻፍ ቴክኒክ ተግባራትን ስትለማመድ/ጂ በራስ የመተማመን ችሎታህን/ሽን ጨምሮልሃል/ሻል።

4. የአንቀጽ አጻጻፍ ቴክኒክ መማርህ/ሽ አንቀጽ የመጻጸፍ ችሎታህን ጨምሮልሃል/ሻል።

5. ስለአንቀጽ አጻጻፍ ቴክኒኮች በምትማርበት/ሪበት ጊዜ የገጠመህ/ሽ ተግዳሮት አለ።

APPENDIX- I
Results of the Pre-test by the two Raters

Aman Secoool High School (Main Study)

Subject code	Control Group		Experimental group	
	Pre-test Rater1 (40%)	Pre-test Rater2 (40%)	Pre-test Rater1 (40%)	Pre-test Rater2 (40%)
1	17	21	22	18
2	23	19	23	18
3	19	16	18	20
4	23	17	18	21
5	18	21	19	22
6	13	17	10	7
7	18	24	8	12
8	23	25	19	22
9	17	19	24	27
10	20	14	21	17
11	21	22	22	8
12	15	21	20	18
13	22	19	23	19
14	22	18	16	23
15	20	23	24	18
16	23	19	19	24
17	19	15	18	23
18	18	23	23	17
19	22	24	23	19
20	20	17	19	25
21	19	23	18	16
22	18	22	20	22
23	19	16	19	15
24	23	21	23	19
25	22	20	17	21
26	16	21	18	22
27	25	17	16	14
28	24	19	25	19
29	21	23	17	23
30	20	22	22	19
31	21	24	23	18
32	17	19	18	21
33	19	23	17	24
34	20	22	13	7
35	21	16	19	23
36	21	23	17	21
37	24	22	18	22
38	22	18	27	23
39	20	24	23	19
40	19	23	18	17
41	19	21	22	23
42	20	18	23	19
43	25	23	20	22
44	22	21	21	20
45	18	23	20	25
46	22	20		
47	21	23		

APPENDIX- J
Results of the Post-test by the two Raters

Aman Secoool High School (Main Study)

Subject code	Control Group		Experimental group	
	Post-test Rater1 (40%)	Post-test Rater2 (40%)	Post-test Rater1 (40%)	Post-test Rater2 (40%)
1	18	23	23	27
2	20	24	29	24
3	20	17	23	26
4	18	24	24	27
5	22	20	24	28
6	19	16	25	22
7	22	23	24	26
8	24	28	23	27
9	22	19	34	28
10	23	17	25	23
11	24	22	23	26
12	16	24	23	27
13	23	19	22	25
14	20	22	25	24
15	25	22	28	25
16	17	23	25	29
17	15	19	24	27
18	11	9	29	26
19	25	23	28	23
20	17	23	25	30
21	21	23	13	17
22	24	18	29	25
23	17	19	17	21
24	17	21	25	28
25	22	18	23	27
26	19	16	27	24
27	20	24	23	18
28	16	20	25	29
29	25	21	24	26
30	21	23	25	26
31	26	22	24	21
32	19	17	30	24
33	19	24	27	26
34	24	21	24	26
35	16	18	27	24
36	21	25	19	17
37	23	25	23	27
38	24	20	27	38
39	21	25	28	24
40	18	24	25	22
41	23	17	20	34
42	22	19	21	26
43	23	27	28	25
44	21	24	27	23
45	22	20	29	26
46	23	20		
47	24	22		

APPENDIX- K
Average Results of Pre-test and Post-test

Aman Secondary High School

Subject code	Control Group		Experimental group	
	Pre-test (40%	Post-test (40%)	Pre-test (40%	Post-test (40%)
1	19	20	20.5	25
2	21	20.5	22	26.5
3	17.5	19	18.5	24.5
4	20	19.5	21	25.5
5	19.5	20.5	21	26
6	15	8.5	17.5	23.5
7	21	10	22.5	25
8	24	20.5	26	25
9	18	25.5	20.5	31
10	17	19	20	24
11	21.5	15	23	24.5
12	18	19	20	25
13	20.5	21	21	23.5
14	20	19.5	21	24.5
15	21.5	21	23.5	26.5
16	21	21.5	20	27
17	17	20.5	17	25.5
18	20.5	20	10	27.5
19	23	21	24	25.5
20	18.5	22	20	27.5
21	21	17	22	15
22	20	21	21	27
23	17.5	17	18	19
24	22	21	19	26.5
25	21	19	20	25
26	18.5	20	17.5	25.5
27	21	15	22	20.5
28	21.5	22	18	27
29	22	20	23	25
30	21	20.5	22	25.5
31	22.5	20.5	24	22.5
32	18	19.5	18	27
34	21	10	22.5	25
35	18.5	21	17	25.5
36	22	19	23	18
37	23	20	24	25
38	20	25	22	32.5
39	22	21	23	26
40	21	17.5	21	23.5
41	20	22.5	20	27
42	19	21	20.5	23.5
43	24	21	25	26.5
44	21.5	20.5	22.5	25
45	20.5	22.5	21	14.5
46	21		21.5	
47	22		23	